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ABSTRACT

The report evaluates a program of planned change of attitude toward career education and toward special education for the handicapped, undertaken in six school districts in Texas; specifically: (1) to determine if attitude change occurred, (2) to identify and characterize groups where change occurred, and (3) to identify influential activities. A modified causal-comparative study was used as the primary technique; subjects were administered pre- and postattitude sueveys to determine, by paired observation, the precise amount of attitude change. Each district and campus selected the activities they felt best suited their needs; members of the project advisory council exchanged ideas and provided guidance for the program. No significant differences in change were found among districts or among campuses, and there were no significant differences in attitude on any one career education concept. There were significant career education attitude changes, both positive and negative, among educators and patrons. There were no significant gains or losses within or among the attitudes of educators or patrons regarding education for the handicapped. There were significant differences found among campuses and among districts on several concepts (taken singularly) representing education for the handicapped. (Author/AJ)

FINAL REPORT--BRAZORIA COUNTY CLUSTER--DEVELOPING SCHOOL AND COMMUNITY SUPPORT FOR CAREER EDUCATION AND EDUCATION FOR THE HANDICAPPED

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PREFACE

As part of the programmatic thrust in bringing about improved educational performance of individuals and institutions, CREED engaged in planning and evaluating the project "Developing School and Community Support for Career Education and Education for the Handicapped." This project was undertaken because of the current need to make education more relevant for all citizens.

Cognizant that attitudinal changes necessarily precede program implementation, the Brazoria County Cluster (composed of six participating school districts on the Texas Gulf Coast) implemented a community-school relations program directed to the attitudes of school staff and school patrons toward career education and education for the handicapped.

Superintendents and other school personnel of the districts delineated two major objectives to which this project was addressed:

1. The need for informed support from school staff and patrons for the concept of career education, and

2. The need for informed support from school staff and patrons for special education for the handicapped.

The primary substance of this report describes the results of the methodology used. It is hoped that educational personnel will find the techniques and materials described within this publication to be useful in preparing and evaluating programs designed to improve the attitudes of school staff and patrons.

On behalf of the CREED Corporation, I would like to express my appreciation for the opportunity to work with the dedicated professionals of Brazoria County. The services of the following are recognized in completing the project. The Satellite Director, Charles Worley, and the District Representatives; Clark Roberts, Alvin Independent School District; J. B. Berryhill and Bobby Morrow, Brazosport Independent School District; Patricia Shell, Columbia-Brazoria Independent School District; T. E. Dickerson, Damon Independent School District; Eugene Bigbie, Danbury Independent School District; and C. W. New, Sweeny Independent School District.

Frank W. R. Hubert
President
CREED

FOREWORD

The project "Developing School and Community Support for Career Education and Education for the Handicapped," is reported in this publication. Due to the complexity of most of the procedures, efforts were made to simplify and reduce the bulk of the report. It was the desire of CREED to present the main substance of the project in a manner to expedite its mastery.

The Project Consultants are most appreciative of the encouragement and administrative support of this effort provided by the president of CREED, Dr. Frank W. R. Hubert, as well as the many supportive personnel of CREED. We also gratefully acknowledge the many dedicated personnel of Brazoria County that made this project successful. Special thanks are extended to the District and Campus Representatives for their efforts in collecting the data. Appreciation is also extended to the entire professional staff from each participating district as well as to the school patrons who so graciously responded to the data gathering instruments.

Donald L. Clark
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SUMMARY

The purpose of this study was to evaluate a program of planned attitude change. In evaluating the program, the specific objectives were: (1) to determine if attitude change occurred, (2) to identify and characterize groups where a change in attitude occurred, and (3) to identify the activities that appeared to be most influential.

Six school districts, located in a South Texas county, were included in the study. These districts varied in size from sixteen campuses in one district to only one campus in another district. A total of thirty-eight campuses were unevenly distributed among the districts; therefore, districts of several sizes were included.

A modified casual-comparative study was used as the primary technique. This modification was appropriate as the evaluation team had little control over the sample selection and the agents designed to influence attitude change. Each subject was administered a pre- and post-attitude survey to determine, by paired observation, the precise amount of attitude change.

For quantifying attitudes of the samples, two instruments were used. A form of Osgood's Semantic Differential Scale was adapted to measure the attitude of educators toward career education and education for the handicapped. A Likert Scale was developed and approved by a panel of testing experts to measure the attitude of patrons toward career education and education for the handicapped.

Each district and campus selected the activities they felt best suited their needs. Members of the Project Advisory Council exchanged ideas and provided guidance for the program. Ideas for activities that were presented at the Council meeting were returned to the various campuses.

The t test was used to determine if there was a significant attitude change toward career education. A gain of .13 by the educators was significant, while a gain of .02 by the patrons was not significant.

No significant differences, in change, were found among districts or among campuses. The nested analysis of variance also indicated that there were no significant differences in attitude among districts or among campuses on any one career education concept.

The educator and patron groups were quartiled according to pre-survey career education attitudes. For educators, Q_1 and Q_2 made significant positive gains, while Q_4 made a significant negative gain. For patrons, all four quartiles changed significantly. Quartiles Q_1 and Q_2 were positive, while quartiles Q_3 and Q_4 were negative.

The Chi-square statistic was used to determine if there was a significant relationship between the demographic data and a change in attitude toward career education; no relationship was found at the .95 confidence level.

The t test was also used to determine if there was a significant attitude change toward education for the handicapped. Gains of .02 and .03 by the educators and patrons, respectively, were not significant.

There were significant differences found among districts and among campuses on several concepts (taken singularly) representing education for the handicapped.

The educator and patron groups were quartiled according to pre-survey attitudes toward education for the handicapped. There were no significant gains or losses within or among the attitudes of educators or the attitudes of patrons regarding education for the handicapped.

CHAPTER I

BACKGROUND FOR THE STUDY

Brazoria County is noted for its petro-chemical industries, agriculture and agri-businesses, and pride in its history. The 20% minority population is divided equally between Negro and Spanish-American. While 1970 U. S. Census data reveal that 55% of the minority population have less than a ninth grade education and that slightly less than 10% of the total population reported having completed four or more years of college, the professional and technical community continues to give vocal and financial support to traditional programs of education for the more apt pupil.

The seven districts that proposed this cooperative project range in geographical size from the 62 square miles encompassed by Damon Independent School District to the more than 300 square miles encompassed by Angleton Independent School District (Angleton did not participate in the actual project) and by Columbia-Brazoria Independent School District. Enrollment varies from the 10,750 scholars on 16 campuses in the Brazosport Independent School District to the 180 pupils enrolled on one campus in the Damon Independent School District. Vocational programs vary in scope and enrollment from two programs (6 teaching units) with 136 pupils in the Danbury Independent School District to six programs (21 teaching units) with an enrollment of 881 pupils in the Brazosport Independent School District. Alvin Independent School District and Columbia-Brazoria Independent School District also currently offer six programs (Alvin--8 1/2 teaching units and Columbia-Brazoria--13 teaching units). The diversity in programs for the handicapped is equally marked, ranging from none in the Damon Independent School District, to one speech therapy unit in the Sweeny Independent School District, to two large and varied Plan B programs each serving over 300 pupils in the Alvin Independent School District and the Brazosport Independent School District. Columbia-Brazoria Independent School District is the Brazoria County school having a Plan A Comprehensive Program of Special Education for Exceptional Children (See Appendix A).

RATIONALE FOR THE STUDY

A call for change in the public schools has been extended by both national and state education authorities. It is a time when the cry to make education more relevant for all citizens is coming from many areas. Cognizant that attitudinal changes necessarily precede program implementation, the Brazoria County Cluster (composed of seven school districts on the Texas Gulf Coast) implemented a community-school relations program directed to the attitudes of school staff and school patrons toward career education and education for the handicapped.

PURPOSE AND OBJECTIVES OF THE STUDY

Against this background, superintendents and other personnel of the seven districts met in five planning sessions and delineated two major objectives to which this project was addressed:

1. The need for informed support from school staff and patrons* for the concept of career education.

National projections emphasize that the 1975 job market will probably require only one out of five employable persons to have a college degree in order to be gainfully employed in a personally rewarding career, that changing job opportunities increase the need for retraining and thus for continuing education beyond the span of public school and/or college education, and that nearly 80% of those who are currently in the average high school's college-bound courses will never receive a baccalaureate degree. Data from the 1970 U.S. Census reveal that only 22% of the employed persons in Brazoria County and also in the State of Texas were in occupations which would require a college degree. The pupils, staff, and patrons of the schools in Brazoria County did not assimilate the implications of either these national projections or of the census data concerning this county and this state. This statement is based on evidence from local district surveys of pupil and parental educational and vocational expectations and information provided by Texas A&M University which has extracted the data from Brazoria County respondents to its Parental Survey for Vocational Education. None of the districts in Brazoria County has developed a comprehensive career education program.

2. The need for informed support from school staff and patrons* for special education for the handicapped.

According to present schedules, all school districts in this county will move into Plan A - Comprehensive Special Education for Exceptional Children by the 1975-76 school year. Plan A is the system by which the state will deliver a comprehensive program of special education to handicapped persons from the ages of three to 21. Allocations of teaching, support, and paraprofessional staff and of funds for materials and services are made on the basis of ADA rather than on the unit basis as in Plan B, affording local programs much greater flexibility and opportunity for individualizing instruction to meet specifically diagnosed needs of pupils. Now in its second year of operation, the Plan A program in the Columbia-Brazoria Independent School District was implemented following three years of extensive staff and community preparation. Because the Texas Education Agency now projects that approximately 360 Plan A programs will be available to serve handicapped pupils in the more than 1150 districts in the state, it is reasonable to expect that most if not all of the districts in this county will be involved in cooperative Plan A programs.

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*The patrons were defined by each school community in terms of its own extant characteristics and needs. This was desirable in light of the great diversity from district to district and even from school to school within larger districts (Appendix B).

Feedback from districts in the state which implemented Plan A during the past two years indicates that understanding of and support for the Plan A concept by the total teaching and administrative staff of the district is vital to the successful operation of the program. There is evidence from programs and publications of some professional organizations that there is appreciable misinformation about and lack of support for Plan A among educators.

Some communities in the county still maintain that there are few pupils with handicaps of any kind in their population while others have developmental programs or as in one instance have moved into Plan A. Aware of these diversities, the administrators of these seven districts deemed imperative the implementation of coordinated activities directed toward understanding and supporting the Plan A concept.

A search of ERIC files indicated that this project is not a replication. Gordon Allport and others do, however, support the premise upon which this project was based, i.e., that involving persons holding various and even antagonistic points of view in the activities of task-oriented groups with meaningful goals can be expected to change attitudes.

True, the major concern of the administrators involved was the accomplishment of the stated objectives. But they also believed that cooperative planning by school districts in a county in conjunction with a regional education service center in a project aimed at changing attitudes of school staff and school patrons is a concept that merited testing to determine its validity and its transferability.

CHAPTER II

DESIGN AND ORGANIZATION OF THE STUDY

A modified casual-comparative study was used as the primary technique (Figure 1). This modification was appropriate as the evaluation team had little control over the sample selection and the agents designed to influence attitude change. Each subject was administered a pre- and post-attitude survey to determine, by paired observation, the precise amount of attitude change.

To relate attitude change closely with planned activities, a sequenced evaluation schedule was used. All subjects received an attitude instrument in October, 1973. Educators received four interim attitude instruments and a final scale in May, 1974, (Figure 2). Patron attitudes were assessed the second and final time in May, 1974, (Figure 3).

Each district submitted an activity report periodically. The report covered the period between evaluations. This approach allowed a comparison of planned activities, or lack of activities, to attitude change.

ASSUMPTIONS

The following assumptions were made during the planning and implementation of the study:

1. Attitudes can be determined by administering a valid and reliable instrument.

2. Sample populations of parents are representative of parents in the community.

3. For the purpose of this study, the instruments used measured attitude.

4. Information extracted from the amount and cause of attitude change can be used to implement career education programs and education for the handicapped in similar environments.

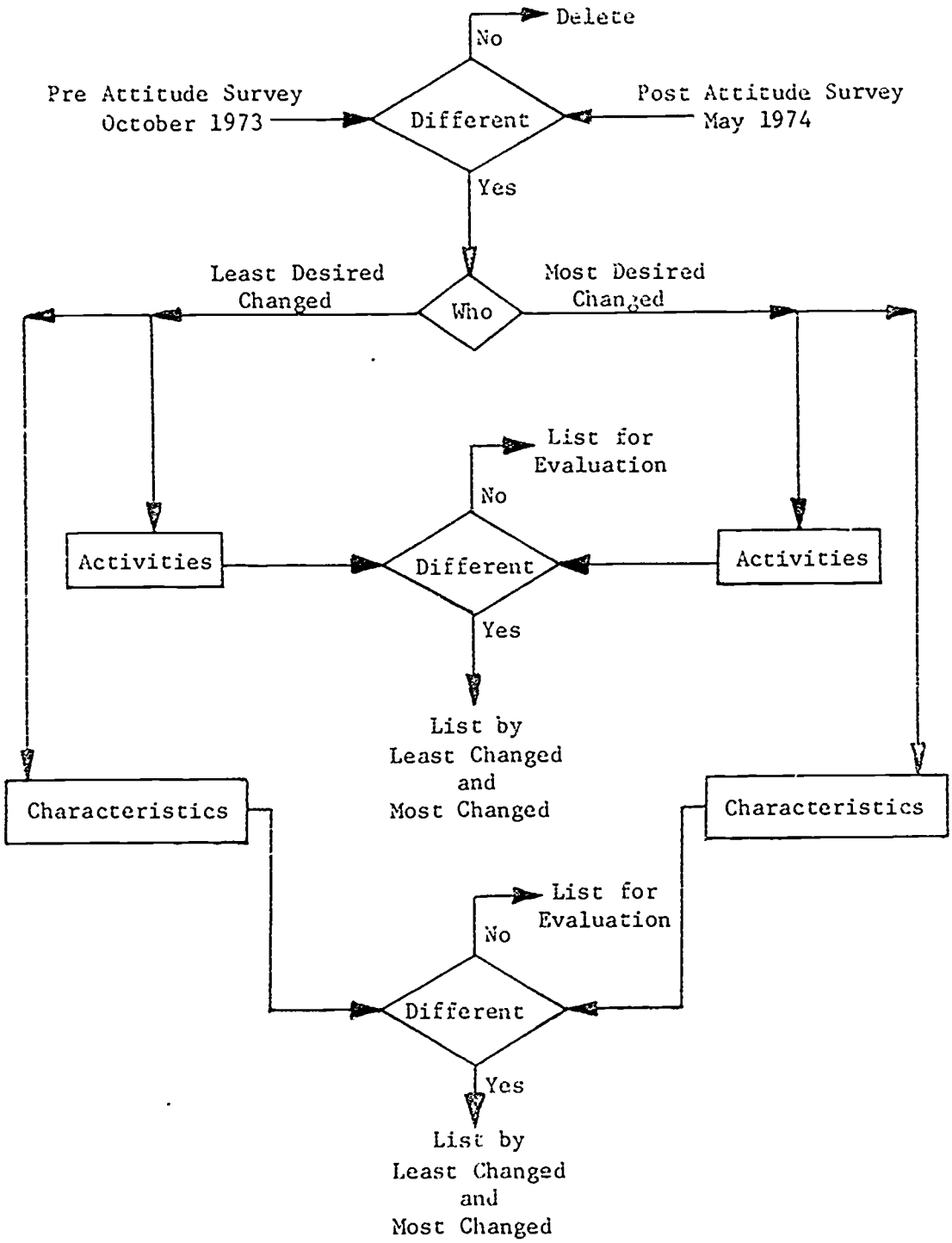

Figure 1

Design of the Study

Pre	Int 1	Int 2	Int 3	Int 4	Post
October	January	February	March	April	May
100*	10	10	10	10	60

*Numbers indicate percentage of sample by campus

N=1366

Figure 2

Educator Attitude Evaluation Schedule

Pre	Post
October	May
100*	100

*Numbers indicate percentage of sample by campus

N=1419

Figure 3

Patron Attitude Evaluation Schedule

LIMITATIONS

Limiting factors in the study were:

1. The sample was composed of educators and parents from one county in Texas.

2. Influences other than the planned activities that are unknown to the evaluation team.

3. Difference in competencies of leaders guiding the various activities designed to improve attitudes.

NATURE OF THE POPULATION

In order to generate a broad based group to participate in this study, an area with many varied characteristics was chosen. The area included both large and small school districts, a typical percentage of minority group members and groups with varied educational backgrounds as well as different types of occupational endeavors.

Characteristics of six districts (hereafter referred to as A, B, C, D, E, F) located in the county varied greatly (Appendix A). They ranged in size from 62 square miles in the smallest to more than 300 square miles in each of the two largest. One hundred and eighty students were enrolled on the single campus of one district while 10,750 students were on 16 campuses in another district. Vocational programs differed in scope and enrollment from two programs (6 teaching units) with 136 students in one district to six programs (8 1/2 teaching units and 13 teaching units) in two other districts.

Educators. All educators employed by each district in the study were requested to assist in improving their school system. To accomplish this, they were to complete an opinion scale and participate in certain activities. Subjects were randomly divided into two groups for data collection. One group was administered career education instruments and the other a similar instrument on education for the handicapped. This arrangement provided an opportunity for fifty per cent (683) of the educators to provide input on career education and fifty per cent on education for the handicapped; the total number of educators participating was 1366.

Patrons. Administrators in each district selected parents of students attending one of their schools. The only restriction on selection was that the parent or guardian had to have a child enrolled in the public school. Each district was encouraged to use a selection process that would provide a sample representative of the respective district (Appendix B). The number of subjects was to approximate that of the educators, but no exact number was specified. The number was slightly higher than that of the educators as 1419 patrons were selected.

RATIONALE AND SELECTION OF THE INSTRUMENTS

To determine attitude change among educators and patrons, a search was made for some practical, valid, reliable, and available method of measurement. As educators and parents were subject to many demands on their time, the time of administering the instrument was believed important in gaining a conscientious response. Type of response was an equally important consideration. As the stated purpose of the original program was to shift attitudes in a positive direction, the instrument was not to prejudice the respondent against his institution, TEA, education for the handicapped, or career education.

After reviewing the literature and discussing the problem with various leaders in the educational field, it was decided that two instruments would be used. Educators were surveyed with a form of Osgood's Semantic Differential Attitude Scale and parents were surveyed with a Likert Scale designed specifically for this study.

SEMANTIC DIFFERENTIAL ATTITUDE SCALE

Due to their possible predictive value, attitudes are often measured in educational, industrial, and governmental research. Various types of attitude scales have been developed and used to measure attitudes toward many types of objects and concepts. Types of attitude scales differ with reference to the scale construction and/or method of classification.

Osgood and colleagues developed the Semantic Differential Attitude Scale (Osgood, et al., 1957). This device consists of a seven increment scale on a continuum between pairings of bi-polar adjectives. The word pairings provide opinions in evaluation, potency and activity. As a response on the scale indicates both direction and range, the selections can be summed to form a mean attitude about the object or the concept. Solomon evaluated the least reliable of fifty semantic differential scales and found it to be accurate beyond the one per cent level (Osgood, et al., 1957). Osgood, et al., compared the results of the semantic differential attitude scales by Likert, Thurstone, and Guttman, and found a significant correlation at the .99 level of confidence. It was not judged inferior to any instrument. Insko (1967) endorsed Osgood's instrument by saying that, ". . . with the development of the easily applicable semantic differential technique, there is less reason for using unsophisticated procedures."

Factor analyses indicated that meaningful judgements by subjects encompassed many dimensions. The dimensions were not equally important in mediating judgements and were not used equally by all subjects in differentiating among the things judged. However, three dominant reappearing factors were: (1) evaluation, (2) potency, and (3) activity. Relative importance and relationship among factors sometimes varied with the frame of reference of judgements. However, evaluation, potency, and activity were three factors that maintained stability. In every instance where a widely varied sample of concepts was used, these three factors

appeared in approximately the same order of magnitude. The evaluative factor regularly accounted for one-half to three-fourths of the extractable variance. Another dimension that accounted for about one-fourth of the variance was the potency factor. The activity factor was accountable for slightly less than one-fourth of the variance. As these three dimensions accounted for such a large proportion of the variance, it is not disastrous that a large number of dimensions exist in attitude measurement (Osgood, 1957).

The semantic differential has been widely used. Freedle reports that Mary E. Martin of the University of Illinois identified 678 pieces of research involving the semantic differential (Freedle, 1971).

A major advantage of the semantic differential scale is its flexibility. By selection of various concepts, it has been adapted to judge nouns, phrases, pictures, cartoons, and even sonar signals (Osgood, 1957). This type of adaption relieves researchers of the time consuming labors required in preparing and validating other scales.

Adapting the Semantic Differential. To generate a list of concepts pertinent to career education and education for the handicapped, a brainstorming session was held. The participating members were twenty Texas A&M University graduate students who had received advanced professional training dealing with the career education concept and special education for the handicapped.

The inputs were later categorized and consolidated with other characteristics found in the literature. A jury studied the consolidated list, then selected six concepts that best represented career education and six concepts representing education for the handicapped (Appendix C).

A set of twelve high-loading word pairs make up the scale. The statistical norms for these word pairs were reported by Osgood and supported by Perkins (1966). Responses to the scale in Perkins' study showed the selections to have chance probabilities of .42 on evaluation, .95 on potency, and .80 on activity.

Semantic Differential Validity. Osgood and his associates have accomplished extensive testing of the semantic differential for validity. Most of these tests were accomplished by comparing it with other instruments such as the Thurstone scales and Guttman type scales. Results of these studies were quite favorable. Osgood, et al. stated, "Throughout our work with the semantic differential, we have found no reasons to question the validity of the instrument on the basis of its correspondence with the results to be expected from common sense (Osgood, 1957)."

Face validity suggests that the instrument does measure what it is supposed to measure. The concepts were clearly understood by the subjects of the pilot study and were related to activities commonly found in career education and education for the handicapped programs in the State of Texas.

LIKERT ATTITUDE SCALE

Administering an instrument to a randomly selected group of parents constituted a problem different to that of gaining responses from the educators. Due to their characteristics, which were presented earlier, it was felt they would respond better to complete statements rather than to concepts. For these reasons a Likert Scale was developed and presented, for paired observations, in October, 1973, and again in May, 1974, (Appendix D).

The career education concepts and education for the handicapped concept, derived from the brain-storming sessions, were written into statement form. Each statement was presented with a scale that provided for any one of five responses on a continuum. The five possible selections were: (1) Strongly Agree (SA), (2) Agree (A), (3) Undecided (?), (4) Disagree (D), and (5) Strongly Disagree (SD).

Likert Scale Validity. To determine face validity, an expert jury reviewed the statements and made constructive suggestions. After incorporating the suggestions, the instrument was again presented to the jury. The second evaluation resulted in only one minor change. The Likert Scale included statements on both career education and education for the handicapped.

TREATMENT RATIONALE

The evaluation team had no control over the activities selected or other influences that might change attitudes. The Title III Study required the following:

A. Each district provided a representative to form an advisory committee. The advisory committee worked cooperatively with the project director to establish and guide a satellite advisory committee in each local school district. These committees developed unique activities to fit the needs of their specific communities.

B. In each school community, task-oriented groups representing all segments of the community (under the overall direction of the project director and with the direct involvement of as many staff and school patrons as feasible) planned, developed and implemented programs to make attitudes more positive.

C. No less than one full day equivalent in-service in each school district was focused upon the concepts of career education and education for the handicapped.

A process evaluation was conducted in February, 1974, to assertain the effectiveness of the treatments at that point in time (Appendix E). Based upon the evaluations and the accomplishments of the project a continuation application for the Brazoria County Title III Cluster Project was prepared.

CONDUCTING THE STUDY

An organizational structure was created to simplify the distribution and collection of the instruments (Figure 4).

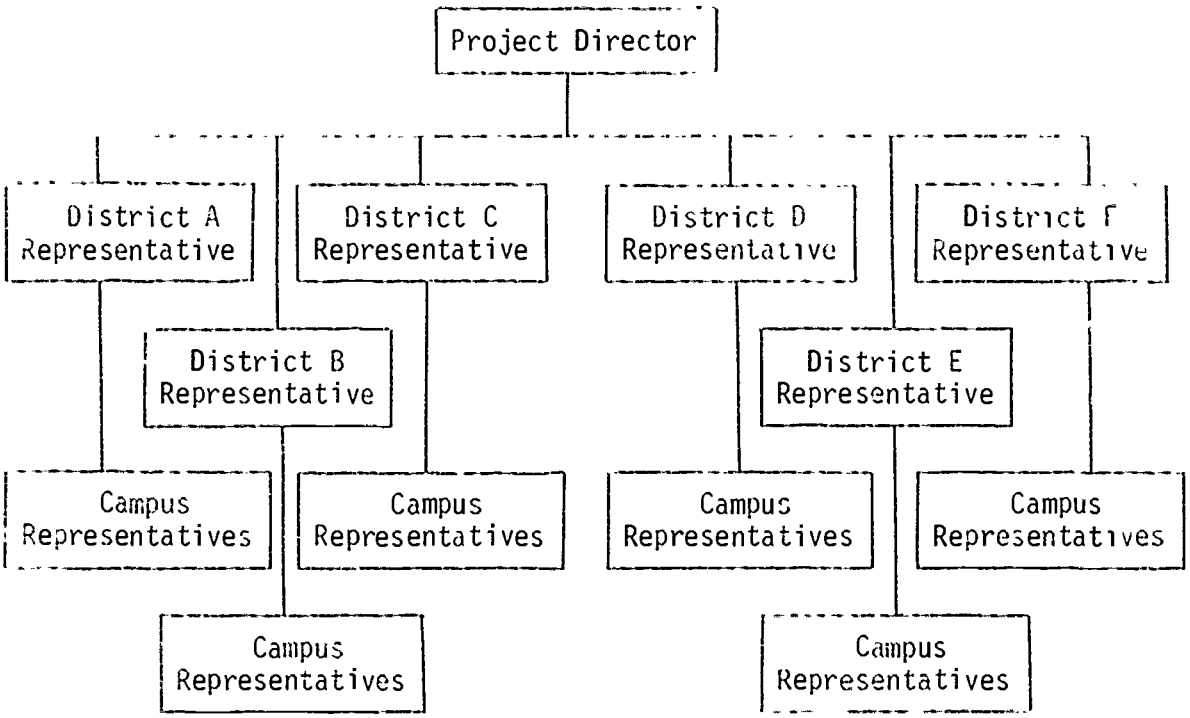

Figure 4

Project Organizational Structure for Distribution and Collection of Instruments

The instruments were delivered by the project evaluation team to the project director. The director distributed the packages to district representatives who, in turn, distributed them to their respective campus representatives. Collection was accomplished in reverse order. Each distribution and collection was completed within a ten day turn around (Appendix F).

ACTIVITIES

To provide coordination among districts and receive the benefit of a reservoir of pooled ideas, each district provided at least one member to the Project Advisory Council. The Council acted in the dual capacity of exchanging ideas for changing attitudes pertaining to career education and education for the handicapped as well as discussing evaluation procedures. Other members of the Project Advisory Council included one representative from CREED, the evaluation agent, and the project director.

Ideating Process. Each district created its own Advisory Council. These Councils were composed of at least one representative from each campus, the district representative to the Project Advisory Council, the district administrator, and community leaders. District Advisory Councils performed the function of distributing the information gained from the Project Council, giving leadership to campuses, and returning feedback information on activities.

Each district was supposed to report all of the supportive activities occurring on each campus in their monthly reports. The first report was made in January, 1974, followed by reports each month through May. Thus, each campus was scheduled to forward reports to the district, and the district, in turn, forwarded them to the evaluation agent.

Even though a suggested reporting form was presented to the Project Advisory Council, the reports were often in narrative form. No report was counted as though there had been no planned activity during that time period. Using this approach, Districts D and E deleted themselves as no activity reports were received. However, they were included in the change analyses.

Categories. To structure the data contained on the activity reports (Appendix G) into a numerical system for computer analysis, the following categories were assigned:

Media:	Included activities presented by radio, television, newspaper, newsletters, and circulars.
Method:	Included lecture, seminar, and role playing.
Training Aids:	Included film, slides, chalkboard, and games.
Leader Type:	Included counselors, teachers, administrators, students, parents, community leaders, and business people.

Frequency. A frequency tabulation by campus revealed that all schools submitting activity reports used several approaches to improve attitudes toward career education and education for the handicapped. "Media" utilization ranged from 5 at some campuses in District C to ` at other reporting campuses. "Methods" ranged from the maximum of 3 at some campuses to 1 at other reporting campuses. "Training aids" ranged from 4 at some campuses in District C to 2 at other reporting campuses. "Leader types" ranged from 7 at some campuses to 1 at other reporting campuses. Table 1 presents these data.

A frequency of activities tabulation indicated that each reporting district employed two open house programs, provided a minimum of five programs for faculty preparation, and attempted to involve patrons with a minimum of five activities. Activities reported by Districts A, B, C, and F are presented in Tables 2 through 5 in the form of frequencies.

Table 1

Activity Variations

District	Campus	Media	Methods	Training Aids	Types of Leaders
A	01	1	3	2	2
A	02	1	3	2	2
A	03	1	3	2	2
A	04	1	3	2	2
A	05	1	3	2	2
A	06	1	3	2	2
A	07	1	3	2	2
A	08	1	3	2	2
B	01	0	2	2	2
B	02	0	0	0	0
B	03	0	0	0	0
B	04	2	1	2	1
B	05	2	2	2	2
B	06	2	1	2	2
B	07	1	3	3	2
B	08	0	0	0	0
B	09	0	0	0	0
B	10	1	2	2	2
B	11	0	0	0	0
B	12	1	2	2	2
B	13	0	2	2	2
B	14	0	0	0	0
B	15	1	2	2	3
B	16	0	0	0	0
C	01	1	3	2	7
C	02	5	2	4	7
C	03	1	3	3	6
C	04	5	2	4	7
C	05	5	2	4	7
C	06	5	2	4	7
C	07	5	2	4	7
D*	01	0	0	0	0
E*	01	0	0	0	0
E*	02	0	0	0	0
F	01	2	3	3	4
F	02	2	3	3	4
F	03	2	3	3	4
F	04	2	3	3	4

*No report

Table 2

Activity Frequency
District A

Target Group	Activity	Activity Period					Total
		Oct-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	
District Representatives	Seminar	2	1	1			4
	Tour			1			1
Campus Representatives	Seminar			2		1	3
	Tour						0
Faculty	Seminar	4		3		2	9
	Newsletter	3		1	1	2	7
	Open house			1			1
	Television						0
	Film	2		2		2	6
Patrons	Mass Media	3		3		3	6
	Open house	1		1			2
	Guest speaker						0

Table 3

Activity Frequency
District B

Target Group	Activity	Activity Period Oct-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	Total
District Representatives	Seminar	2		1			3
	Tour			1			1
Campus Representatives	Seminar	2	1	2	1	1	7
	Tour	2	1				3
Faculty	Seminar	5		4	2	1	12
	Newsletter	1	2	3	6	2	14
	Open house	1		1			2
	Television						0
	Film	1	2	3	2	1	9
Patrons	Mass Media	1	3		2		6
	Open house	1	1		3		5
	Guest speaker	1		1			2

Table 4

Activity Frequency
District C

Target Group	Activity	Activity Period					Total
		Oct-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	
District Representatives	Seminar	2		1			3
	Tour			1			1
Campus Representatives	Seminar	1	1	1	1	1	5
	Tour		1				1
Faculty	Seminar	1	2				3
	Newsletter		4				4
	Open house		1	1			2
	Television						0
	Film			2			2
Patrons	Mass media	1	1				2
	Open house	1			1		2
	Guest speaker	1					1

Table 5

Activity Frequency
District F

Target Group	Activity	Activity Period					Total
		Oct-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	
District Representatives	Seminar	2		2	1		5
	Tour			1			1
Campus Representatives	Seminar	1	1	1	1	1	5
	Tour	1		1			2
Faculty	Seminar	2		1			3
	Newsletter	2		1			3
	Open house	1		1			2
	Television						0
	Film	2		2	1	1	6
Patrons	Mass Media	2					2
	Open house	1		1			2
	Guest speaker			1			1

Unquantifiable Activities. In addition to the quantifiable activities, there were many unquantifiable activities reported. One district representative reported that the guidance counselor was overwhelmed with inquisitive students. Counselors' waiting rooms overflowed with students and lines formed in the hall as students pondered curriculum change.

Due to the inability of the old procedures to cope with the sudden surge of interest, new procedures and programs were generated. Occupational orientation sessions were scheduled at various hours in an attempt to provide for all students. Subjects for discussion were categorized and announced well in advance of the meetings so that interested students could plan to attend. Counselors were assigned to more student contact activities and relieved of some of the administrative and clerical duties.

A librarian proudly stated that the demand for occupational information was so great her staff could not keep literature available. To better meet the requests, an occupational information center was established. The center, which was located near the lounge, provided shelves well stocked with information about the labor needs of industry, the requirements of specific job clusters, and projected changes in the work world. Literature concerned with post-secondary training was included also.

Patron interest was reported to be enthusiastic about the open house and guest speakers from industry. One district plans to continue the program for two-way communication between school and parents. Community teams are being formed and will assist in planning informational activities and inviting industrial leaders to be guest speakers.

One parent was so excited about the possibilities of local educational change that he expressed appreciation in the form of a note (Appendix H). All districts reported similar verbal feedback.

CHAPTER III

ANALYSIS OF RESULTS

The previous chapter described the procedures utilized in designing and organizing the study. This chapter is devoted to the statistical analyses of the accumulated data.

A significance level of .05 was used as the standard for rejection in all statistical tests. If the probability of the obtained results was less than the .05 significance level (e.g., .01), it was reported as a matter of interest to the reader.

The criterion for a significant difference in main effects and interaction was determined by the F table. The computed F values obtained were compared with the appropriate tabular values to ascertain whether or not a significant difference existed.

Other statistically related estimators (such as means) are also reported. Interpretive remarks accompany all of the statistical findings.

SAMPLE--EDUCATORS AND PATRONS

As stated previously, the administrators in each district were responsible for selecting a sample that was representative of the respective faculties, also, they selected the patrons that constituted the target group. Each sample is discussed separately.

All educators employed by the various school districts were selected for the major study. The employees from each campus were randomly assigned to one of two groups. Each of these groups was alphabetized, by district and campus, then each individual was assigned a number in sequence to allow analyses by paired responses.

This procedure provided 683 school employees eligible to respond to the career education measurement scale and 683 subjects responding to the concepts related to education for the handicapped. Instruments were delivered to the project director (Appendix F). The pre-survey resulted in a return of ninety-five per cent in usable form (Table 6). After tabulating the final survey, a pairing of pre-post data provided 1100 sets of paired observations. The eighty-one per cent of the sample that could be paired is the basis for the analyses of educator attitude observed in this study.

Table 6

DISTRIBUTION AND COLLECTION OF INSTRUMENTS (EDUCATORS)

	Pre	Int 1	Int 2	Int 3	Int 4	Post	Total
Delivered	1366	180	176	150	140	720	2732
Returned	1340	170	152	138	130	668	2608
Usable	1306	162	140	130	128	630	2496
Paired		140	122	124	128	586	1100

The procedure for the selection of patrons varied among districts. Districts A, D, and F selected parents of students in the third or ninth grades. District B selected thirty-six parents of students on each campus. Student grade levels ranged from kindergarten through twelve and included special education students. District C selected parents of all the students in the program for four and five-year-old children. District E selected parents of all the students enrolled in the third and eighth grades. This selection process provided 1419 patrons with an opportunity to respond to the survey instruments.

All of the patrons responded to concepts dealing with both career education and education for the handicapped in both the pre- and post-survey. The usable 908 paired observations were then randomly dichotomized into groups emphasizing career education concepts on the one hand and concepts relating to education for the handicapped on the other.

Eighty-two per cent of the patron pre-survey instruments were returned in usable form; seventy per cent of the patron post-survey instruments were returned in usable form (Table 7). Final matching resulted in 908 paired observations. These pairings represent sixty-four per cent of the original patron sample and are the basis for analyses of patron attitude observed in this study.

Table 7

DISTRIBUTION AND COLLECTION OF INSTRUMENTS (PATRONS)

	Pre	Post	Total
Delivered	1419	1419	2838
Returned	1211	1037	2248
Usable	1171	998	2079
Paired		908	908

Semantic Differential Reliability. The Kuder-Richardson reliability formula was used to evaluate the semantic differential instrument. An AOBSD program for the IBM 360/65 computer system, which was used to determine attitude levels in the pre-survey, included a Kuder-Richardson analysis. Guilford supported this method of evaluation when he wrote, "It should be said that all the Kuder-Richardson formulas, indeed all the inter-consistency formulas that depend upon a single administration of a test, probably underestimate the reliability of a test (Guilford, 1965)."

All usable responses from the educator pre-survey were included in the reliability analyses. The range varied from a low mean at one campus of .9488 to a high mean of .9833 at another campus. A mean of all campuses was .9517. These data were analyzed by district and reported in Figure 5.

District	Mean
A	.9527
B	.9497
C	.9488
D	.9833
E	.9634
F	.9499
ALL	.9517

Figure 5

Reliability Coefficients of the Semantic Differential Attitude Scale

Likert Scale Reliability. Unlike Osgood's semantic differential, the Likert scale had no national reliability information available. Therefore, two methods were used to determine reliability. One method was by using a control group and the other was by using the Kuder-Richardson internal consistency check on all pre-survey respondents.

The instrument was administered twice to a group of students at Texas A&M University. Twenty students were asked to assist in a special study by completing the instrument. No mention was made of how they were assisting. To provide paired observation data, the same class was requested to complete another special study form one week later. Instructions were to fill it out exactly as they felt, even if the form appeared familiar.

For comparison of paired observations of sample attitude means, the t test formula was used (Steel & Torrie, 1960). There was no difference in the measured attitudes of groups at the .05 level of significance. Further, an item analysis revealed that there was no significant difference in the response of the groups on any one item at the .95 level of confidence.

A Kuder-Richardson reliability check was also accomplished on the pre-survey respondents (Figure 6). The same formula was used as previously discussed and all usable responses from the pre-survey were utilized in the analysis.

District	Mean
A	.6133
B	.6516
C	.7491
D	.5501
E	.6424
F	.6151
ALL	.6369

Figure 6

Reliability Coefficients of the Likert Attitude Scale

SURVEY RESULTS--NUMERICAL BASIS--CAREER EDUCATION

The two instruments employed in this study allowed subjects to respond at different increments along a continuum. Educators responded to a Semantic Differential Scale and patrons responded to a Likert Scale. The selections on the Semantic Differential ranged from a low of 1 to a high of 7. The Likert Scale ranged from a low of 1 to a high of 5.

Career Education Attitude: Educators. Means of attitude toward career education increased from 4.71 in October, 1973, to 4.84 in May, 1974. There were some fluctuations of attitude scores on the intermediate surveys. The January, March, and May surveys all indicated a positive (desired) change in attitude from the survey taken just prior to each. Interestingly, January recorded the highest attitude score of any survey. Scores declined on the February and April surveys; but over the entire period of October to May, there was a significant gain of .13 increments. Figure 7 contains a graphical description of this change.

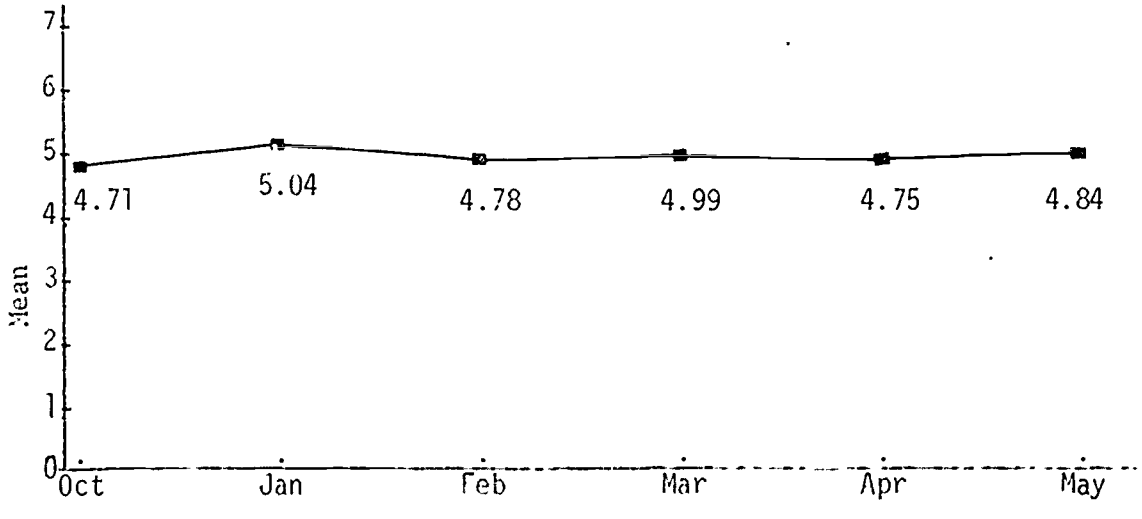

Figure 7

Career Education Attitude of Educators

Concept means were calculated and presented in Table 8. Attitude means of educators toward career education were derived by taking the mean of concepts 1, 2, 3, and 6.

Table 8

EDUCATOR CAREER EDUCATION ATTITUDES

	Oct	Jan	Feb	Mar	Apr	May
1. Career Education	4.86	5.16	5.04	5.12	4.91	5.06
2. Occupational Information Activities	4.66	4.98	4.67	4.93	4.68	4.82
3. Industry Assisted Training	4.77	5.11	4.92	5.08	4.76	4.89
4. My Job Capabilities	5.54	5.52	5.52	5.58	5.57	5.54
5. The Typical Teacher	5.06	5.06	4.85	5.22	5.16	5.09
6. Occupational Concepts Integrated Into Academic Subjects	4.56	4.88	4.50	4.83	4.64	4.59
7. Concepts 1, 2, 3, and 6 Summed*	4.71	5.04	4.87	4.99	4.75	4.84

*This group of means used as career education attitude mean

When evaluating the career education attitude concept means, some extremes were noted. While the concept, "My Job Capabilities," changed very little between surveys, it had the highest mean on each survey. By contrast, the concept, "Occupational Concepts Integrated Into Academic Subjects," achieved the lowest mean on each survey.

Career Education Attitude: Educator Quartiled. Based on the October survey, subjects were assigned to one of four quartiles. County group means ranged from a low of 3.58 for Q_1 to a high of 5.84 for Q_4. The quartile with the lowest pre-survey attitude mean achieved the most desirable positive change and the quartile with the highest pre-survey attitude mean had the least desirable change. Quartile Q_4 had a net gain of -.40 while quartile Q_1 gained .60. Figure 8 contains a graph of the quartile means.

Career Education Attitude: Patrons. As stated earlier, the scores for patron attitude could vary from a low of 1 to a high of 5. Patron attitude was surveyed in October, 1973, (pre-survey) and in May, 1974, (post-survey).

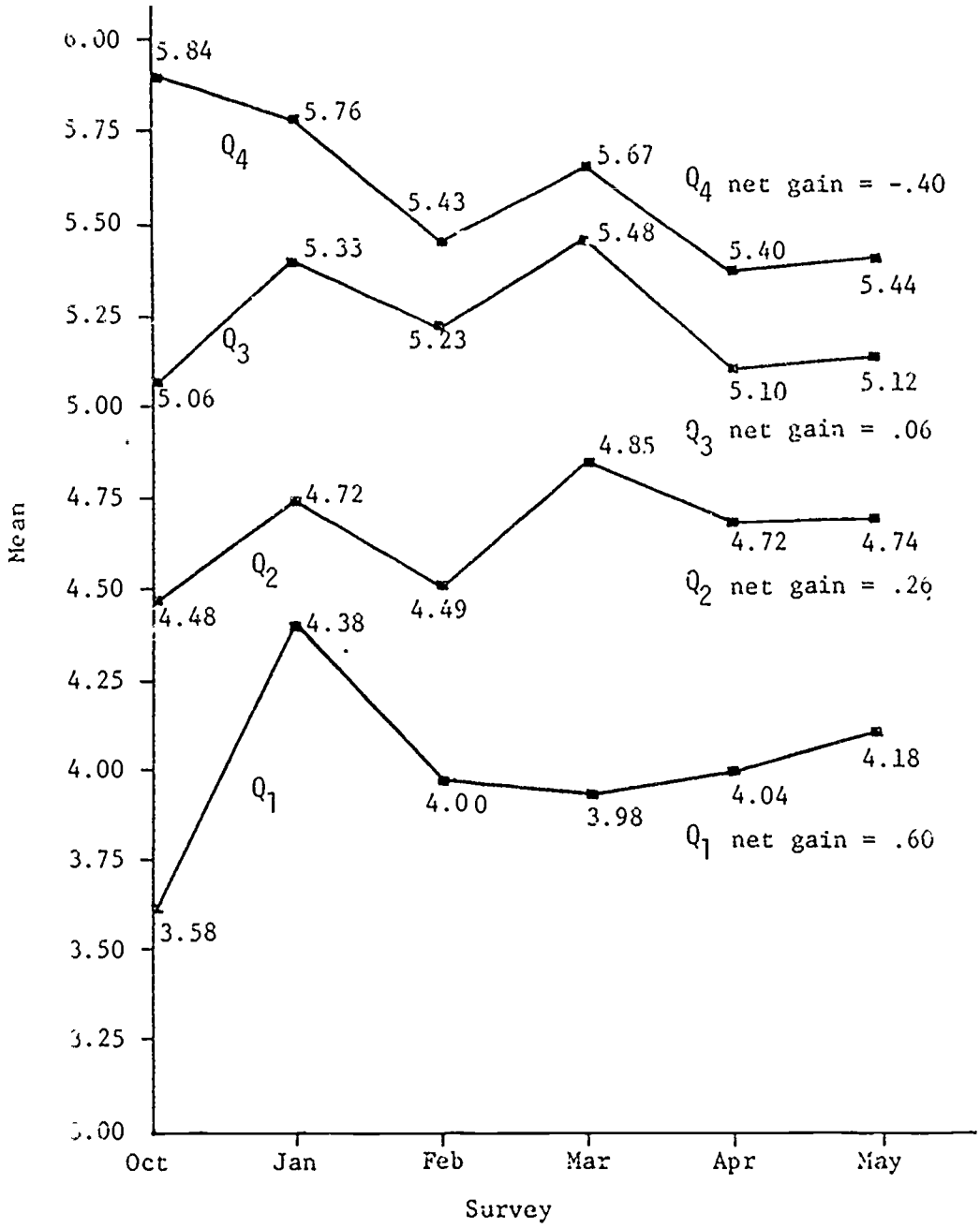

Figure 8

Educator Career Education Attitude Mean
(Quartiles Bases on Pre-survey Scores)

Attitudes toward career education shifted in the positive direction for a net gain of .02, increasing from 3.26 to 3.28. This gain is presented in Figure 9.

Career Education Attitude: Patrons Quartiled. After grouping the paired responses into quartiles based upon the October scores, attitude means were calculated. The lowest quartile (Q_1) had a mean of 2.87, while the highest quartile (Q_4) had a mean of 3.67. Comparing the May attitude scores by quartile, Q_1 attained a net gain of .28, while Q_4 decreased with a net gain of -.25. Figure 10 presents these data in graphic form.

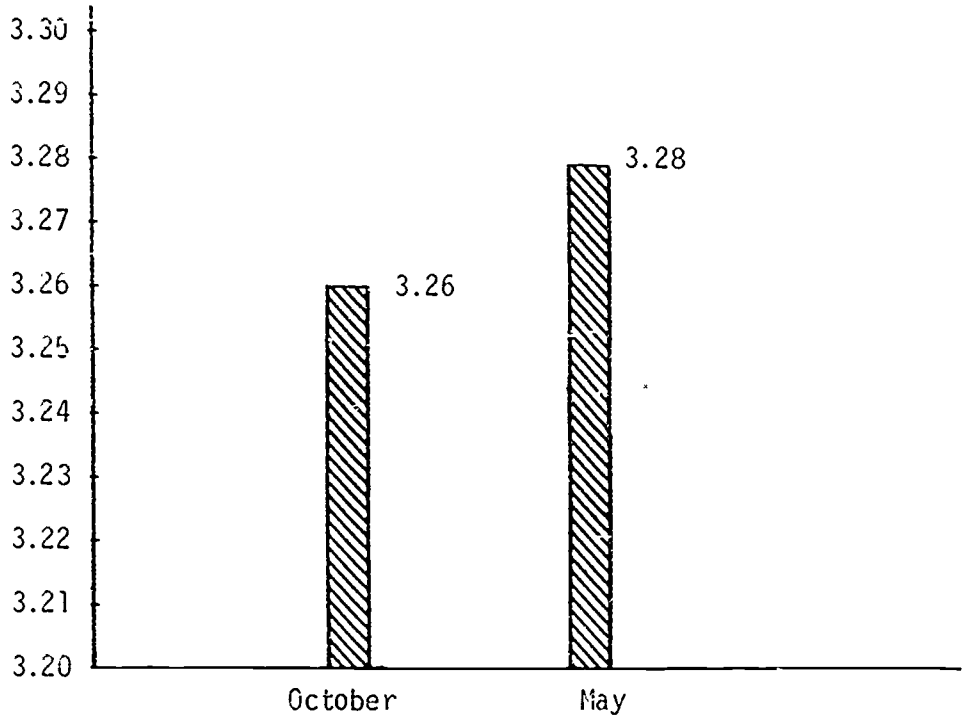

Figure 9

Patron Career Education Attitude

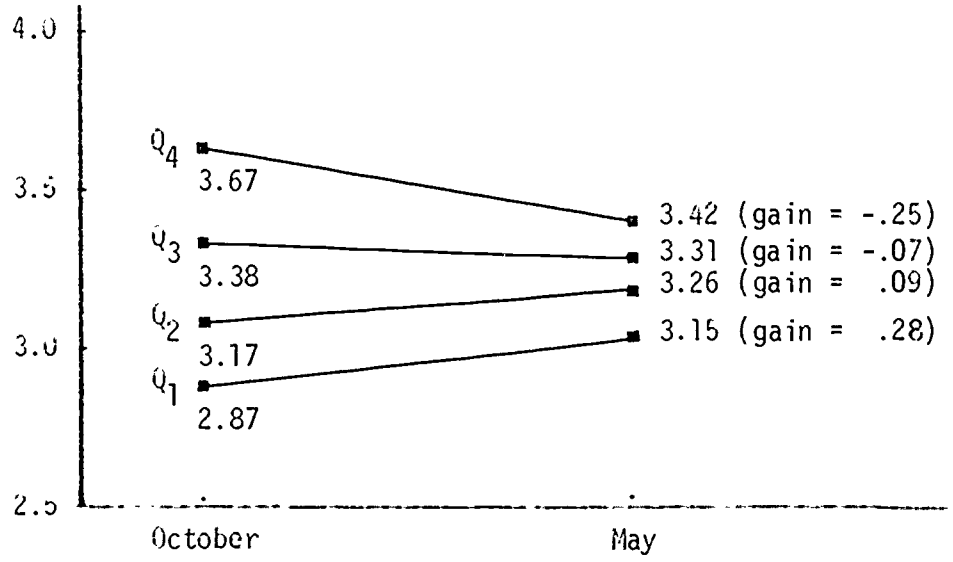

Figure 10

Patron Career Education Attitude Change Quartiled

SURVEY ANALYSES OF CAREER EDUCATION
ATTITUDE CHANGE: EDUCATORS

To determine if a change in attitude by educators toward career education was significant, the t test was utilized. Attitude change was significant at the .95 confidence level on each survey except for March and May (Table 9). The January survey showed the highest gain with a positive .32, while February and April each indicated a negative gain of -.25.

To identify differences in attitude change among districts and among campuses, the nested analysis of variance statistic was used. This computation was made on the mean attitude change toward a summation of concepts and toward each individual concept. The degrees of freedom, which remained the same on each computation, were:

a. Total: 292
b. District: 5
c. Campus: 32
d. Error 255

To be significant at the .95 level of confidence, the minimum F ratios were 1.44 for campuses and 2.51 for districts.

Table 9

SIGNIFICANCE OF CHANGE IN ATTITUDE BY EDUCATORS (CAREER EDUCATION)
All Districts

Period	Diff Mean	Variance	N	t
Oct to Jan	.32	.81	70	2.97*
Jan to Feb	-.25	.79	61	2.20*
Feb to Mar	.21	.71	62	1.96
Mar to Apr	-.25	.80	64	2.23*
Apr to May	.09	.75	293	.83
Oct to May	.12	.90	293	2.40*

*significant at the .05 level

There were no significant differences in attitude change among campuses or districts toward the summed concepts (Table 10). Difference mean squares for error, campus, and district were 0.86, 0.69, and 0.71, respectively. The calculated F ratios were 0.80 for campus and 1.03 for district.

Table 10

NESTED ANALYSIS OF VARIANCE
SUMMED: CAREER EDUCATION CONCEPTS
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	0.836188	
District	5	0.713398	1.03
Campus	32	0.689265	0.80
Error	255	0.857034	

*significant at .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the "Career Education" concept (Table 11). Difference mean squares for error, campus, and district were 1.29, 0.97, and 1.71, respectively. The calculated F ratios were 0.75 for campus and 1.70 for district.

Table 11

NESTED ANALYSIS OF VARIANCE
CAREER EDUCATION
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	1.266059	
District	5	1.714288	1.70
Campus	32	0.972078	0.75
Error	255	1.294161	

*significant at .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the concept "Occupational Information Activities" (Table 12). Difference mean squares for error, campus, and district were 1.45, 1.05, and 1.27, respectively. The calculated F ratios were 0.70 for campus and 1.22 for district.

Table 12

NESTED ANALYSIS OF VARIANCE
OCCUPATIONAL INFORMATION ACTIVITIES
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	1.405655	
District	5	1.270513	1.22
Campus	32	1.047532	0.70
Error	255	1.453245	

*significant at .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the concept "Industry Assisted Training" (Table 13). Difference mean squares for error, campus, and district were 1.69, 1.08, and 1.10, respectively. The calculated F ratios were 0.63 for campus and 1.02 for district.

Table 13

NESTED ANALYSIS OF VARIANCE
INDUSTRY ASSISTED TRAINING
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	1.614585	
District	5	1.100100	1.02
Campus	32	1.077746	0.63
Error	255	1.692041	

*significant at .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the concept "My Job Capabilities," (Table 14). Difference mean squares for error, campus, and district were 0.62, 0.51, and 0.73, respectively. The calculated F ratios were 0.82 for campus and 1.42 for district.

Table 14

NESTED ANALYSIS OF VARIANCE
MY JOB CAPABILITIES
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	0.610439	
District	5	0.727956	1.42
Campus	32	0.513223	0.82
Error	255	0.620334	

*significant at the .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the concept "The Typical Teacher" (Table 15). Difference mean squares for error, campus, and district were 0.63, 0.60, and 1.43, respectively. The calculated F ratios were 0.94 for campus for 2.40 for district.

Table 15

NESTED ANALYSIS OF VARIANCE
THE TYPICAL TEACHER
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	0.644663	
District	5	1.432770	2.40
Campus	32	0.596989	0.94
Error	255	0.631031	

*Significant at .05 level (none)

There were no significant differences in attitude change among campuses or districts toward the concept "Occupational Concepts Integrated Into Academic Subjects" (Table 16). Difference mean squares for error, campus, and district were 1.60, 1.67, and 1.16, respectively. The calculated F ratios were 1.04 for campus and 0.69 for district.

Table 16

NESTED ANALYSIS OF VARIANCE
OCCUPATIONAL CONCEPTS INTEGRATED INTO
ACADEMIC SUBJECTS
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	292	1.602132	
District	5	1.163316	0.69
Campus	32	1.673741	1.04
Error	255	1.601750	

*significant at .05 level (none)

Career Education Attitude Change: Educator Quartiled. Significance of attitude change in quartiled groups was determined by computing the t value. Attitude change in three of the four quartiles was found significant at the .95 level of confidence. Attitude change in quartiles Q_1 and Q_2 was significantly positive while change in Q_4 was significantly negative (Table 17).

Table 17

EDUCATOR CAREER EDUCATION ATTITUDE

Group	Mean			N	Variance	t
	Oct	May	Difference			
Q_1	3.58	4.18	.60	137	.873	7.52*
Q_2	4.48	4.75	.26	138	.539	4.16*
Q_3	5.06	5.12	.06	138	.411	1.28
Q_4	5.84	5.44	-.40	139	.561	6.30*

*significant at .05 level

Career Education Profile Computation: Educators. To identify characteristics unique to the quartiled groups, the Chi-square computation was used. These characteristics were district, campus, staff position, grade level taught, subject taught, teaching experience, formal education, age, and course work underway (Table 18).

While none of the characteristics proved unique to these groups at the .95 level of confidence, there was one characteristic that related to attitude change at the .10 level of significance. There was a significant positive relationsnip (.10 level) between the quartile with the least desirable change and grade level taught. The quartile that changed the most also showed a significant positive relationship (.10 level) to grade level taught.

Table 18

CHI-SQUARE DISTRIBUTION
Characteristics Versus Quartile

Characteristics	df	total X^2	$p > X^2$
District	20	14.92	.7815
Campus	45	47.57	.3682
Position	9	6.78	.6609
Grade level taught	52	66.87	.0803
Subject taught	44	28.40	.9583
Teaching experience	44	37.48	.9010
Formal education	8	2.75	.9481
Currently enrolled in course work	6	8.06	.2325
Age	16	11.89	.7589

*significant at .05 level (none)

SURVEY ANALYSES OF CAREER EDUCATION
ATTITUDE CHANGES: PATRONS

To determine if a change in attitude by patrons toward career education was significant, the t test was utilized. Attitude change was not significant at the .95 level of confidence toward career education (Table 19).

An evaluation of the variance among districts and campuses was made with the nested analysis of variance. Patron attitude change was not significantly different among campuses or among districts. The degrees of freedom, which remained the same on each computation, were:

a. Total: 907
b. District: 5
c. Campus: 20
d. Error: 882

Table 19

SIGNIFICANCE OF CHANGE IN ATTITUDE BY PATRONS
All Districts

Period	Diff Mean	Variance	N	t
Oct to May	.02	.10	908	1.92

*significant at .05 level (none)

To be significant at the .95 level of confidence, the minimum F ratios were 1.57 for campuses and 2.71 for districts. There were no significant differences in attitude change among campuses or districts toward the summed concepts (Table 20). Difference mean squares for error, campus, and district were 0.11, 0.09, and 0.10, respectively. The calculated F ratios were 0.80 for campus and 1.06 for district.

Table 20

NESTED ANALYSIS OF VARIANCE
PATRON CAREER EDUCATION ATTITUDE CHANGE

Source	df	Diff Mean Squares	F
Total	907	0.112729	
District	5	0.100506	1.06
Campus	20	0.094969	0.80
Error	882	0.113201	

*significant at .05 level (none)

Career Education Attitude Change: Patron Quartiled. Significance of attitude change by quartile was determined by computing the t value. Attitude change of patrons was significant in each quartile. Quartile Q_1, with a variance of 0.07 and a calculated t of 12.59, gained 0.28 increments. Quartile Q_2, with a variance of 0.07 and a calculated t of 5.90 gained 0.09 increments. Quartile Q_3, with a variance of 0.07 and a calculated t of 4.14, gained a -0.07 increments. Quartile Q_4 with a variance of 0.08 and a calculated t of 11.98, gained a -0.25 increments (Table 21).

Table 21

PATRON CAREER EDUCATION ATTITUDE

Group	Mean Oct	Mean May	Mean Difference	N	Variance	t
Q_1	2.8689	3.1498	0.2809	195	0.0715	12.59*
Q_2	3.1706	3.2626	0.0920	291	0.0695	5.90*
Q_3	3.3810	3.3085	-0.0725	233	0.0716	4.14*
Q_4	3.6725	3.4209	-0.2516	189	0.0840	11 98*

*significant at .05 level

Career Education Profile Computation: Patrons. To determine characteristics unique to the quartiled groups, the Chi-square computation was used. These characteristics were district, campus, occupation, number of children in school, son's grade level, or daughter's grade level (Table 22). None of the characteristics proved unique to these groups at the .95 confidence level.

Table 22

CHI-SQUARE DISTRIBUTION
Characteristics Versus Quartile

Characteristics	df	total X^2	$p > X^2$
District	20	19.87	0.5012
Campus	60	44.21	0.9121
Occupation	28	29.32	0.4213
Number of children in school	33	38.12	0.1941
Son's grade level	39	33.29	0.7288
Daughter's grade level	39	33.30	0.7272

*significant at .05 level (none)

SURVEY RESULTS--NUMERICAL BASIS--EDUCATION FOR THE HANDICAPPED

The two instruments employed in this study allowed subjects to respond at different increments along a continuum. Educators responded to a Semantic Differential Scale and patrons responded to a Likert Scale. The selections on the Semantic Differential ranged from a low of 1 to a high of 7. The Likert Scale ranged from a low of 1 to a high of 5.

Education for the Handicapped Attitude: Educators. Means of attitude toward education for the handicapped increased from 4.57 in October, 1973, to 4.59 in May, 1974. There were some fluctuations of attitude scores on the intermediate surveys. The January, February, and March surveys all indicated a positive (desired) change in attitude from the survey taken just prior to each. Interestingly, January and February had identical high scores. Scores declined on the March and April surveys; however, over the entire period of October to May, there was a gain of .02 increments. Figure 11 contains a graphical description of this change.

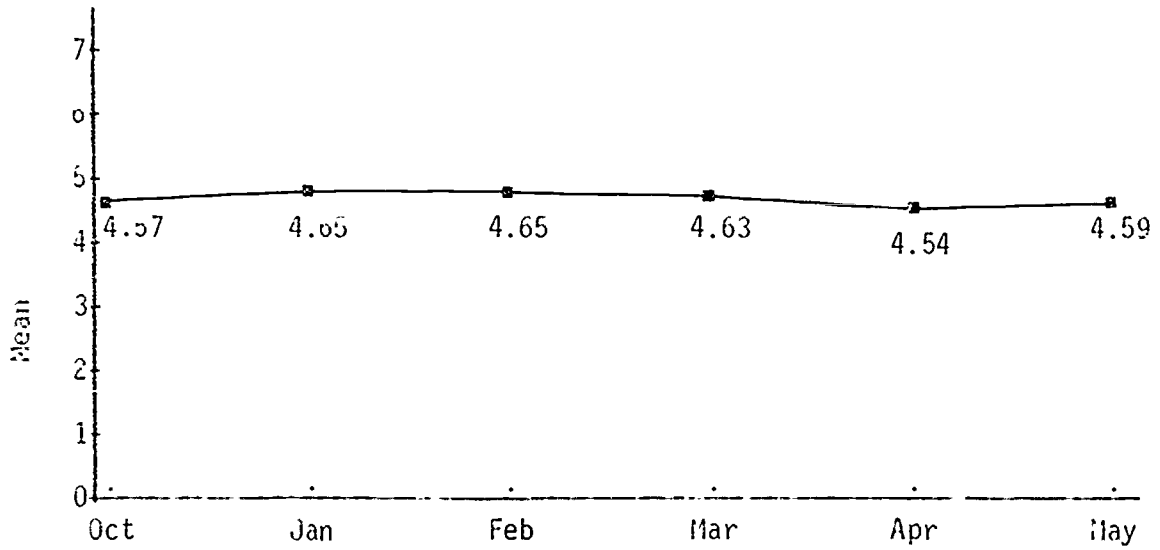

Figure 11

Attitude of Educators Toward Education for the Handicapped

Statement means were calculated and presented in Table 23. Attitude means of educators toward education for the handicapped were derived by taking the mean of all statements.

Education for the Handicapped Attitude: Educator Quartiled. Based upon the October survey, subjects were assigned to one of the four quartiles. County group means ranged from a low of 4.52 for Q_1 to a high of 4.65 for Q_3. Two of the quartiles did not change from the time of the pre-survey to the time of the post-survey. Quartile Q_1 had the lowest pre-survey attitude

mean and failed to deviate from that mean or the position of the lowest quartile at the time of the post-survey. Quartile Q_4 had the highest pre-survey attitude mean and failed to change in either the positive or negative direction; however, Q_4 was not the highest quartile at the time of the post-survey. Quartiles Q_2 and Q_3 had net gains of -.01 and .05 respectively. Figure 12 graphically represents the quartile means.

Table 23

ATTITUDES OF EDUCATORS TOWARD EDUCATION FOR THE HANDICAPPED

Statement	Sept	Jan	Feb	Mar	Apr	May
1. Handicapped Persons	4.35	4.38	4.30	4.32	4.39	4.34
2. Education for the Handicapped	4.50	4.66	4.66	4.58	4.37	4.56
3. Classes Composed of Handicapped and Non-Handicapped	4.40	4.42	4.44	4.48	4.27	4.24
4. Handicapped Workers	4.68	4.76	4.78	4.77	4.78	4.74
5. Special Classes for the Handicapped	4.60	4.91	4.80	4.68	4.60	4.77
6. Recent Developments in Educating the Handicapped	4.74	4.79	4.93	4.99	4.86	4.90
7. Statements 1 through 6 Summed*	4.57	4.65	4.65	4.63	4.54	4.59

*This group of means used as education for the handicapped attitude mean.

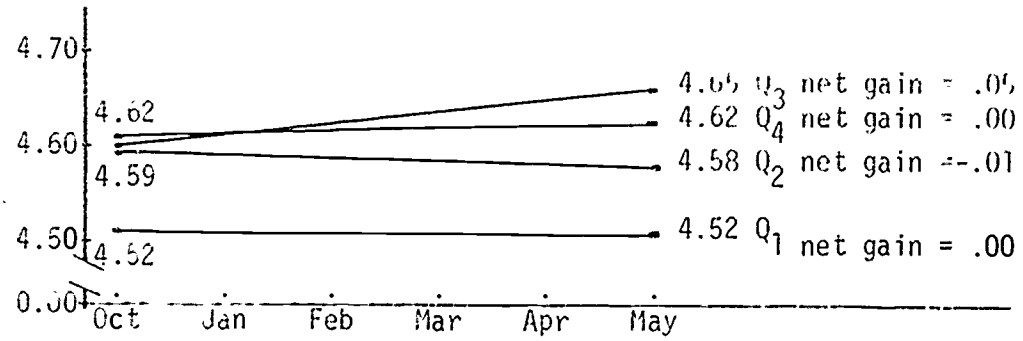

Figure 12

Educator Attitude Toward Education for the Handicapped

Education for the Handicapped: Patrons. As stated earlier, the scores for patron attitude could vary from a low of 1 to a high of 5. Patron attitude was surveyed in October, 1973, (pre-survey) and in May, 1974, (post-survey).

Attitudes toward education for the handicapped shifted in the positive direction for a net gain of .03, increasing from 3.52 to 3.55. These data are presented in Figure 13.

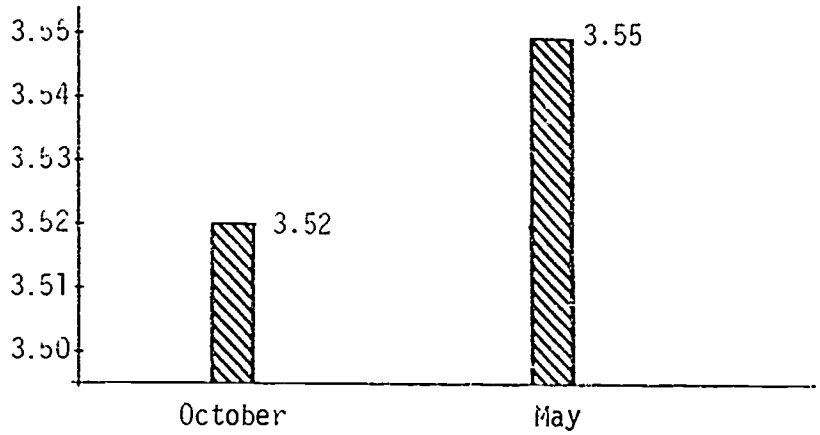

Figure 13

Patron Attitude Toward Education
for the Handicapped

Education for the Handicapped: Patrons Quartiled. After grouping the paired responses into quartiles based upon the October scores, attitude means were calculated. The lowest quartile (Q_1) had a mean of 3.22, while the highest quartile (Q_4) had a mean of 3.74. Comparing the May attitude scores by quartile, Q_1 attained a net gain of .59, while Q_4 decreased with a net gain of -.46. Figure 14 presents these data in graphic form.

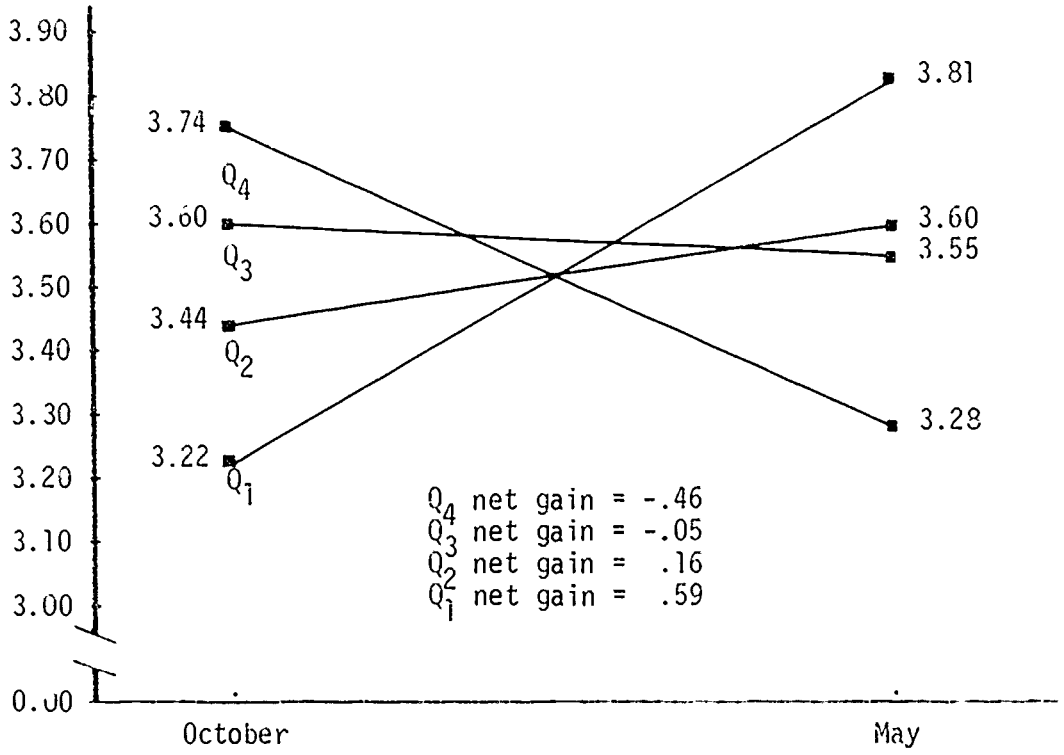

Figure 14

Patron Attitude Toward Education for
the Handicapped--Quartiled

SURVEY ANALYSES OF EDUCATION FOR THE HANDICAPPED
ATTITUDE CHANGE: EDUCATORS

To identify differences in attitude change among districts and among campuses, the nested analysis of variance statistic was used. This computation was made on the mean attitude change toward a summation of statements and toward each individual statement. The degrees of freedom, which remained the same on each computation, were:

a.	Total:	270
b.	District:	4
c.	Campus:	32
d.	Error:	234

To be significant at the .95 level of confidence, the minimum F ratios were 1.44 for campuses and 2.68 for districts.

There was a significant difference in attitude change among campuses toward the summed statements (Table 24). Difference mean squares for error, campus, and district were 0.41, 0.77, and 0.66, respectively. The calculated F ratios were 1.85 for campus and 0.86 for district.

Table 24

NESTED ANALYSIS OF VARIANCE
SUMMED: EDUCATION FOR THE HANDICAPPED STATEMENTS
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.459685	
District	4	0.664952	0.86
Campus	32	0.768738	1.85*
Error	234	0.413912	

*significant at .05 level

There was a significant difference in attitude change among campuses toward the "Handicapped Persons" statement (Table 25). Difference mean squares for error, campus, and district were 0.72, 1.37, and 1.09, respectively. The calculated F ratios were 1.91 for campus and 0.80 for district.

Table 25

NESTED ANALYSIS OF VARIANCE
HANDICAPPED PERSONS
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.798353	
District	4	1.094505	0.80
Campus	32	1.367625	1.91*
Error	234	0.715441	

*significant at .05 level

There were no significant differences in attitude change among campuses or districts toward the statement "Education for the Handicapped," (Table 26). Difference mean squares for error, campus, and district were 0.92, 0.81, and 0.83, respectively. The calculated F ratios were 0.88 for campus and 0.78 for district.

Table 26

NESTED ANALYSIS OF VARIANCE
EDUCATION FOR THE HANDICAPPED
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.903355	
District	4	0.630180	0.78
Campus	32	0.810987	0.88
Error	234	0.920656	

*significant at .05 level (none)

There was a significant difference in attitude change among campuses toward the statement "Classes Composed of Handicapped and Non-Handicapped," (Table 27). Difference mean squares for error, campus, and district were 0.89, 1.66, and 1.33, respectively. The calculated F ratios were 1.86 for campus and 0.80 for district.

Table 27

NESTED ANALYSIS OF VARIANCE
CLASSES COMPOSED OF HANDICAPPED
AND NON-HANDICAPPED
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.988401	
District	4	1.334887	0.80
Campus	32	1.656820	1.86*
Error	234	0.891071	

*significant at .05 level

There was a significant difference in attitude change among campuses toward the statement, "Handicapped Workers," (Table 28). Difference mean squares for error, campus, and district were 0.79, 1.98, and 0.41, respectively. The calculated F ratios were 2.50 for campus and 0.21 for district.

Table 28

NESTED ANALYSIS OF VARIANCE
HANDICAPPED WORKERS
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.925031	
District	4	0.413756	0.21
Campus	32	1.978248	2.50*
Error	234	0.789741	

*significant at .05 level

There was a significant difference in attitude change among districts toward the statement, "Special Classes for the Handicapped," (Table 29). Difference mean squares for error, campus, and district were 1.01, 0.85, and 4.40, respectively. The calculated F ratios were 0.84 for campus and 5.16 for district.

Table 29

NESTED ANALYSIS OF VARIANCE
SPECIAL CLASSES FOR THE HANDICAPPED
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	1.045054	
District	4	4.399841	5.16*
Campus	32	0.852927	0.84
Error	234	1.013981	

*significant at .05 level

There were no significant differences in attitude change among campuses or districts toward the statement, "Recent Developments in Educating the Handicapped," (Table 30). Difference mean squares for error, campus, and district were 0.95, 1.15, and 0.74, respectively. The calculated F ratios were 1.21 for campus and 0.64 for district.

Table 30

NESTED ANALYSIS OF VARIANCE
RECENT DEVELOPMENTS IN EDUCATING THE HANDICAPPED
Pre-Final Post

Source	df	Diff Mean Squares	F
Total	270	0.971426	
District	4	0.741395	0.64
Campus	32	1.151306	1.21
Error	234	0.950759	

*significant at .05 level (none)

SURVEY ANALYSES OF EDUCATION FOR THE HANDICAPPED
ATTITUDE CHANGES: PATRONS

To determine if a change in attitude by patrons toward education for the handicapped was significant, the t test was utilized. Attitude change between the two surveys was not significant at the .95 level of confidence (Table 31).

Table 31

SIGNIFICANCE OF CHANGE IN ATTITUDE BY PATRONS
(EDUCATION FOR THE HANDICAPPED)

Period	Diff Mean	Variances	N	t
October to May	.02	.10	908	1.80

*significant at .05 level (none)

An evaluation of the variance among districts and campuses was made with the nested analysis of variance. Patron attitude change was not significantly different among campuses or among districts. The degrees of freedom, which remained the same on each computation, were:

a. Total: 907
b. District: 5
c. Campus: 20
d. Error: 882

To be significant at the .95 level or confidence, the minimum F ratios were 1.57 for campuses and 2.71 for districts. There were no significant differences in attitude change among campuses or districts toward the summed statements (Table 32). Difference mean squares for error, campus, and districts were 0.19, 0.17, and 0.03, respectively. The calculated F ratios were 0.92 for campus and 0.20 for district.

Table 32

NESTED ANALYSIS OF VARIANCE
PATRON ATTITUDE CHANGE TOWARD EDUCATION
FOR THE HANDICAPPED

Source	df	Diff Mean Squares	F
Total	907	0.187547	
District	5	0.034240	0.20
Campus	20	0.173175	0.92
Error	882	0.188742	

* significant at .05 level (none)

Education for the Handicapped Attitude Change: Patron Quartiled. Significance of attitude change by quartile was determined by computing the t value. Attitude change of patrons was significant in each quartile. Quartile Q_1, with a variance of 0.06 and a calculated t of 35.21, gained 0.59 increments. Quartile Q_2, with a variance of 0.01 and a calculated t of 21.80, gained 0.16 increments. Quartile Q_3, with a variance of 0.01 and a calculated t of 7.82, gained -0.05 increments. Quartile Q_4, with a variance of 0.06 and a calculated t of 29.99, gained -0.46 increments.

Table 33

PATRON ATTITUDE TOWARD EDUCATION
FOR THE HANDICAPPED

Group	Mean			N	Variance	t
	October	May	Difference			
Q_1	3.22	3.81	0.59	221	0.06	35.21*
Q_2	3.44	3.60	0.16	187	0.01	21.80*
Q_3	3.60	3.55	-0.05	245	0.01	7.82*
Q_4	3.74	3.28	-0.46	255	0.06	29.99*

*significant at .05 level

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented in this chapter have been derived from the experience of the evaluation team and the evidence collected through the duration of the study.

SUMMARY OF RESULTS

A brief summary of the results of the study is presented as a preface to the statements of conclusions.

The purpose of this study was to evaluate a program of planned attitude change. In evaluating the program, the specific objectives were: (1) to determine if attitude change occurred, (2) to identify and characterize groups where a change in attitude occurred, and (3) to identify the activities that appeared to be most influential.

Six school districts, located in a South Texas county, were included in the study. These districts varied in size from sixteen campuses in one district to only one campus in another district. A total of thirty-eight campuses were unevenly distributed among the districts; therefore, districts of several sizes were included.

Data were obtained from most of the educators assigned to each campus and from a patron sample approximately equal in size to the number of educators employed in each school district. The patrons were selected by the campus administrators.

For quantifying attitudes of the samples, two instruments were used. A form of Osgood's Semantic Differential Scale was adapted to measure the attitude of educators toward career education and education of the handicapped. Reliability of this instrument proved to be excellent, as the lowest Kuder-Richardson reliability coefficient was above .94. A Likert scale was developed and approved by a panel of testing experts to measure the attitude of patrons toward career education and education for the handicapped. Reliability of this instrument varied from .55 to .75 on the Kuder-Richardson reliability check. Results from administering a field test of the Likert Scale to students at Texas A&M University indicated the difference between the two administrations was not significant at the .95 level of confidence.

To determine attitude change, a pre-survey form was administered in October, 1973. Educators were randomly divided into groups so that ten per cent received an intermediate survey in January, another ten per cent in February, another in March, and another ten per cent in April, 1974. The remaining sixty per cent of the sample received a final post-survey in May, 1974. A pre-survey was administered to the patrons in October, 1973, and a post-survey in May, 1974.

Matching individual responses from the pre- and post-survey provided 1100 pairs of usable educator attitude means and 902 pairs of usable patron attitude means. The computable pairs accounted for eighty-one per cent of the educator sample and sixty-four per cent of the patron sample.

Each district and campus selected the activities they felt best suited their needs. Members of the Project Advisory Council exchanged ideas and provided guidance for the program. Ideas for activities that were presented at the Council meeting were returned to the various campuses.

The t test was used to determine if there was a significant attitude change toward career education. A gain of .13 by the educators was significant, while a gain of .02 by the patrons was not significant.

No significant differences, in change, were found among districts or among campuses. The nested analysis of variance also indicated that there were no significant differences in attitude among districts or among campuses on any one career education concept.

The educator and patron groups were quartiled according to pre-survey career education attitudes. For educators, Q_1 and Q_2 made significant positive gains, while Q_4 made a significant negative gain. For patrons, all four quartiles changed significantly. Quartiles Q_1 and Q_2 were positive, while quartiles Q_3 and Q_4 were negative.

The Chi-square statistic was used to determine if there was a significant relationship between the demographic data and a change in attitude toward career education; no relationship was found at the .95 level of confidence.

The t test was also used to determine if there was a significant attitude change toward education for the handicapped. Gains of .02 and .03 by the educators and patrons, respectively, were not significant

There were significant differences found among districts and among campuses on several of the concepts (taken singularly) representing education for the handicapped (Tables 24, 25, 27, 28, 29).

The educator and patron groups were quartiled according to pre-survey attitudes toward education for the handicapped. There were no significant gains or losses within or among the attitudes of educators or the attitudes of patrons regarding education for the handicapped.

CONCLUSIONS

Since the data and findings of this study are tempered by the inherent limitations, the conclusions must be tempered. In this vein, the complexity of the phenomenon (positive attitude change toward career education and education for the handicapped) that was studied in this investigation presents a formidable obstacle in generalizing. Therefore, all generalizations must be interpreted in light of the limitations and related only to those situations which are deemed similar to the conditions outlined in this study. With this in mind, the following conclusions were offered based upon the findings of this study.

The groups that scored in the lower quartile on the October survey made a positive net gain by May. Groups that scored in the higher quartile on the October survey made a significant negative net gain based upon the May attitude scale. Therefore, it appears as though individuals responsible for planning activities designed to produce positive attitudes could benefit by: (1) administering a pre-survey instrument to determine the initial attitudes within the group, and (2) administer the planned influence (treatment) to only those individuals with negative and/or low mean attitude ratings.

There was no significant relationship between the demographic characteristics of the educators or the patrons and their attitudes toward career education or education for the handicapped. Therefore, it may be concluded that the demographic data collected on each sample (educators and patrons) in this study did not delve specifically enough into the unique characteristics that cause individuals to feel, think, and act differently in a variety of educational situations concerning their children and/or the children of others.

Osgood's Semantic Differential Scale was found to be a valid and reliable instrument for determining attitude toward career education. The Likert Scale, designed specifically for this study, did not prove to be as reliable as the Semantic Differential. Therefore, it follows that instrument selection should involve one of two procedures: (1) select a well normed instrument such as the Semantic Differential Scale, or (2) field test instruments thoroughly by administering them to a variety of subjects.

IMPLICATIONS

In view of the findings and conclusions of this study, the following implications were suggested:

In light of the high mean attitude ratings on the October, 1973, pre-survey and the nonsignificant change over the eight month period, it may be implied that the Likert Scale was not robust enough to significantly detect minor attitude changes within the patron sample.

Advisory councils can be a very effective part of a planned change program. Activities suggested at the Project Advisory Council meetings were readily accepted and utilized by the districts.

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GLOSSARY OF TERMS

Administrators. Certified school employees whose normal duties are coordination and supervision of the operation of a campus, school or school system.

Attitude. A mental or neural state of readiness, organized through experiences, exerting a direct or dynamic influence upon the individual's response to all stimuli with which he is related (Allport, 1954).

Career Education. Coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in:

- understanding both the world of work and attitudes toward it;
- understanding the relationships which exist between education and career opportunity;
- understanding the economic and social structures of our society and how they influence the way people support themselves;
- making informed decisions concerning how they will earn a living and taking responsibility for making the decisions; and
- acquiring marketable skills as preparation for earning a living (TEA, April, 1972).

Education for the Handicapped. Coordinated instruction, additional to, supplementary with, or different from that provided in the regular school program to meet the needs of children between the ages of 3 and 21, inclusive, with educational handicaps (physical, mental, emotional, and/or children with language and/or learning disabilities) as specifically defined by the Texas Education Agency.

Career Education Concepts. Operationally defined as statements or phrases with emphasis on relating education to real life.

Education for the Handicapped Concepts. Operationally defined as statements or phrases that relate to meeting the educational needs of handicapped children.

Patron. A person with at least one child enrolled in a public school in the location of the study.

Staff Development Activities. Any planned experience designed for the purpose of improving staff attitudes toward career education and/or education for the handicapped.

APPENDIX A

SUMMARY OF DATA -BRAZORIA COUNTY CLUSTER
SCHOOL DISTRICTS

SUMMARY OF DATA-BRAZORIA COUNTY CLUSTER SCHOOL DISTRICTS

Data Item	Alvin	Angleton	Brazosport	Columbia-Brazoria	Damon	Danbury	Sweeny	Total
Square Miles	153	391	129	315	62	67	156	1,273
Population	17,500	15,000	38,000	11,500	1,035	1,252	7,146	91,433
Number of Campuses	4	6	16	7	1	1	4	39
Enrollment	5,650	4,290	10,750	2,820	180	517	1,929	26,136
Number of Professional Staff	346	221	650	177	10	33	127	1,564
Vocational Programs	6	5	6	6	0	2	4	29
Vocational Units	8.5	12	21	13	0	6	6	66.5
Vocational Enrollment	356	418	881	512		136	285	2,588
Special Ed. Programs	6	3	7	Plan A	0	2	1	19+ 1 PlanA
Special Ed. Units	20	8	40	25	0	2	1	96
Special Ed. Enrollment	361	140	306	450	0	16	87	1,360
Counselors	8	3	13	4.	0	0	1	29

APPENDIX B

MEMORANDUM--SELECTION OF SCHOOL PATRONS

SCHOOL DISTRICT RESPONSES TO MEMORANDUM

CORPORATION FOR RESEARCH AND ENGINEERING IN EDUCATION
POST OFFICE BOX 3922
BRYAN, TEXAS 77801

October 29, 1973

MEMORANDUM

TO: Campus Representatives, Brazoria County Cluster Title III Program

FROM: Frank Clark, Project Consultant

SUBJECT: Selection of School Patrons

In order for the CREED staff to provide the Project III supervisor with periodic and final reports, it will be necessary for us to know how the school patrons were selected in each school district, and the reasons why such selection decisions were made. At this time we know that there were different selection techniques and criteria used in arriving at the random samples. However, we must know the exact procedures employed so that the appropriate statistical analyses can be applied to the data.

Please provide CREED with a paragraph explaining:

- how your school patrons were identified, and;
- why you decided to select them the way that you did.

Please mail your explanations on or before November 15, 1973, to:

- Dr. Donald L. Clark
  Corporation for Research and Engineering in Education
  Post Office Box 3922
  Bryan, Texas 77801

Also, please mail a carbon copy to Charles Worley, Satellite Director, Brazoria County.

Alvin Independent School District

Alvin, Texas 77511

CURRICULUM COORDINATORS
BARBARA M BASS ELEMENTARY
CLARK ROBERTS SECONDARY

November 8, 1973

Dr. Donald L. Clark
Corporation for Research and
Engineering in Education
Post Office Box 3922
Bryan, Texas 77801

Dear Dr. Clark:

The school patrons for the Alvin Independent School District were identified as the parents of students in a limited number of third and ninth grade classes. The limitation was established so as to provide a number equal to that of the educational staff participating in the original survey, as recommended by CREED.

The selection of patrons with children in either the third or ninth grade was an attempt to obtain participation by parents representing elementary and secondary levels. No attempt was made to distinguish age differences, socio-economic backgrounds, or ethnic origins of the parents involved. The only identifiable factor common to all patrons was that they have at least one child in either the third or ninth grades. In the ninth grade an attempt was made to balance the three levels of grouping with the following ratios: twenty (20) per cent from accelerated English classes, sixty (60) per cent from average English classes, and twenty (20) per cent from below average English classes. In each case classes chosen to participate were selected on the basis of pupil number and as a matter of convenience for the dissemination of materials.

Sincerely,

Clark Roberts

Clark Roberts

CR/jc
cc: Charles Worley

BRAZOSPORT
Independent School District

Drawer Z

Freeport, Texas
77541

October 30, 1973

Dr. Donald L. Clark
Corporation for Research and Engineering in Education
Post Office Box 3922
Bryan, Texas 77801

Dear Doctor Clark:

The following is in response to your memorandum of October 29, 1973. We selected our school patrons by grade level (K-12) by campus, thirty-six per campus representative. Patrons were to be those felt by the individual schools to be individuals who would participate.

We selected our patrons population to be comprehensive in coverage (K-12 and Special Education programs) with an equal number for each campus representative so that their jobs would be comparable. We felt this would give us a realistic evaluation as to the effectiveness of our efforts.

Further information will be furnished upon request.

Sincerely,

J. B. Berryhill
Director of Special Education

JBB:md

cc: Bobby Morrow
Charles Worley

COLUMBIA-BRAZORIA
Independent School District

Box 158
West Columbia, Texas 77486

November 2, 1973

Dr. Donald L. Clark
Corporation for Research and
Engineering in Education
Post Office Box 3922
Bryan, Texas 77801

Dear Dr. Clark:

The Columbia-Brazoria Independent School District selected the parents of all children enrolled in the district's program for the four and five year old children as the school patron population to receive pre and post inventories of attitudes toward career education and special education. CREED received xerox copies of the Pupil Register pages on which names and addresses of parents are entered. All names were submitted because the total enrollment in that program which is also the total population on the Henry O. Tanner campus approximates the total number of professional staff in the district and provides, therefore, the size sample needed.

Because all five-year-olds who live in the district are enrolled in the program, every ethnic, social, and economic group indigenous to this district is represented in the sample. It is likely that persons aged sixty or above are not represented in this sample, but otherwise the sample should be typical of this school community. A further reason for selecting this patron population is that we feel that this is probably the group that has had least prior exposure to activities designed to build supportive attitudes toward career education and Special Education.

Charles Worley picked up the completed pre-inventory forms today.

We look forward to seeing you in our meetings.

Sincerely yours,

Patricia M. Shell
Curriculum Director

cc: Charles Worley, Reg. IV Satellite Director
P.O. Drawer Z
Freeport, Texas 77541

DAMON
INDEPENDENT SCHOOL DISTRICT
P. O. BOX 8
DAMON, TEXAS 77430

Nov. 5, 1973

Dr. Donald L. Clark
P. O. Box 3922
Bryan, Texas 77801

Dear Sir:

We used the third grade and the eighth grade patrons in our Brazoria County Title 111 Program, because it was my understanding that we use two grades for the sample, preferably the third and ninth. Since we had no ninth grade the next lower grade was used.

Sincerely,

T. E. Dickerson

T. E. Dickerson, Supt.
Damon Ind.School Diatirct
Damon, Texas 77430

Danbury Independent School District

Danbury, Texas 77531

Telephone (713) 922-[illegible]

December 13, 1973

Dr. Donald Clark
Texas A & M University
P.O. Box 3922
Bryan, TX 77801

Dear Dr. Clark:

You requested a letter stating how we picked the patrons used in the survey. In a meeting held in Alvin, we decided to use the third and ninth grades, and because we are a small school, we would use all the patrons.

If we can be of any further assistance to you, please let me know.

Sincerely yours,

Eugene Bigbie

Eugene Bigbie
Superintendent

EB:fvd

Sweeny Independent School District

FRED MILLER, SUPERINTENDENT

P. O. Box 307
SWEENY, TEXAS 77480

C. W. NEW
DIRECTOR OF C. RIC. LUM

L. E. McCANN
PRIMARY SCHOOL PRINCIPAL

JOHN C. MAPLES
INTERMEDIATE SCHOOL PRINCIPAL

H. BEVERLY
MIDDLE SCHOOL PRINCIPAL

O. D. MISER
HIGH SCHOOL PRINCIPAL

October 30, 1973

Dr. Donald L. Clark
Corporation for Research and Engineering in Education
P.O. Box 3922
Bryan, Texas 77801

Re: Memorandum, October 29, 1973 (Selection of School Patrons)

Dear Dr. Clark:

Patrons were selected from official register lists of parents/guardians of children in the target grades -- 3 & 9. Total number selected roughly equated the number of professionals in initial survey: total was approximately evenly divided between the two target grades.

Children whose parents/guardians were selected were chosen with the following guidelines governing:

1. Boy-girl ratio was in line with grade pattern.

2. Ethnic distribution followed that of the target grade.

3. All geographic areas of the district were represented.

Gr. 3: As homeroom assignment is alphabetical by race and sex, two of five homerooms were chosen at random.

Gr. 9: Rosters of all homeroom rosters were reviewed. Three were chosen; these had an aggregate total near number desired, and the foregoing criteria were most nearly met by the combination of these three.

Method of selection was used for two reasons: (1) Best possible representation of district's population would be involved. (2) Mechanics of distribution-collection simplified via the homeroom route.

Yours very truly,

C. W. New

CWN:dc
cc: Charles Worley, Satellite Director

APPENDIX C

SEMANTIC DIFFERENTIAL--EDUCATOR INSTRUMENT
WITH INSTRUCTIONS

INSTRUCTIONS FOR ATTITUDE SURVEY

Hello!

Thank you in advance for cooperating. This activity will require approximately twenty minutes to complete.

- After you have completed the instrument according to directions, please place all of the materials back in the envelope and seal.
- Remove your name from the envelope by either marking through it or removing the section of the address label containing your name.
- Be sure that your campus representative's name remains on the envelope.
- Please return the packet to your campus representative within three days so that all deadlines may be met.

Thanks again for your cooperation. Together we can improve the educational programs for our youth.

CODE _____

PERCEPTIONS IN BRAZORIA COUNTY

You have been selected to assist your school district in improving the educational programs. The information will be compiled into group data and will in no way be related to you individually. We would be most appreciative if you would supply the following personal information and then complete the perception scales on the attached pages.

MY POSITION IS — Administrator Teacher Counselor

GRADE LEVEL — K 1 2 3 4 5 6 7 8 9 10 11 12

SUBJECT AREA(S) TAUGHT (Self contained classroom enter S.C.) — _____

PROFESSIONAL EXPERIENCE IN YEARS AS OF SEPTEMBER, 1973 — 0 1 2 3 4 5 6 7 8 9 10 or more

FORMAL EDUCATION — Less than Bachelor Master + 30
Bachelor Master + 60
Master Doctorate

CURRENTLY ENROLLED IN A COLLEGE CREDIT COURSE — Yes No

LAST DATE OF ENROLLMENT IN CREDIT COURSE — _____

TEACHING CERTIFICATE — Professional Provisional Emergency

AGE — Under 21, 21-24, 25-30, 30-35, 35-40, over 40

SEX — Male Female

MARITAL STATUS — Single Married

MEMBER OF PROFESSIONAL ORGANIZATION — NEA TSTA TCTA OTHER(S) _____

INSTRUCTIONS

The purpose of this study is to measure the meaning of certain things to various people, by having them judge these things against a series of descriptive scales. Please make your own judgement on the basis of what these things mean to you. On each page you will find three different concepts to be judged and beneath each a set of scales. You are to rate the concept on each of the scales in order.

Here is how to use these scales:

If you feel the concept at the top of the list of words is very closely related to one end of the scale, you should place your check-mark as follows:

fair ✓ : __ : __ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : __ : __ : ✓ unfair

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

fair __ : ✓ : __ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : __ : ✓ : __ unfair

If you feel the concept is only slightly related to one side as opposed to the other side (but not neutral), then you should mark as follows:

fair __ : __ : ✓ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : ✓ : __ : __ unfair

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, or not favoring either end, then you should place your check-mark in the middle space:

fair __ : __ : __ : ✓ : __ : __ : __ unfair

IMPORTANT:

(1) Place your marks in the middle of spaces, not on the boundaries.

This Not This

fair __ : ✓ : __ : __ : __ ✓ __ : __ unfair

(2) Be sure to check every scale for every concept, do not omit any.

(3) Never put more than one check-mark on a single scale.

(4) Make each item a separate and independent judgement. Work at a fairly high rate of speed. Do not worry or puzzle over individual items. It is your first impression, the immediate "feeling" about the item, that we want. On the other hand, please do not be careless, because we want your true impressions. This is not a test -- the only "right" answers are how you feel about an item.

CAREER EDUCATION

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

OCCUPATIONAL INFORMATION ACTIVITIES

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

INDUSTRY ASSISTED TRAINING

weak	__:	__:	__:	__:	__:	__:	__: strong
active	__:	__:	__:	__:	__:	__:	__: passive
frail	__:	__:	__:	__:	__:	__:	__: solid
cruel	__:	__:	__:	__:	__:	__:	__: kind
rapid	__:	__:	__:	__:	__:	__:	__: still
powerful	__:	__:	__:	__:	__:	__:	__: puny
successful	__:	__:	__:	__:	__:	__:	__: unsuccessful
calm	__:	__:	__:	__:	__:	__:	__: excitable
false	__:	__:	__:	__:	__:	__:	__: true
hard	__:	__:	__:	__:	__:	__:	__: soft
slow	__:	__:	__:	__:	__:	__:	__: fast
good	__:	__:	__:	__:	__:	__:	__: bad

MY JOB CAPABILITIES

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

THE TYPICAL TEACHER

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

OCCUPATIONAL CONCEPTS INTEGRATED INTO ACADEMIC SUBJECTS

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

INSTRUCTIONS FOR ATTITUDE SURVEY

Hello!

Thank you in advance for cooperating. This activity will require approximately twenty minutes to complete.

- After you have completed the instrument according to directions, please place all of the materials back in the envelope and seal.
- Remove your name from the envelope by either marking through it or removing the section of the address label containing your name.
- Be sure that your campus representative's name remains on the envelope.
- Please return the packet to your campus representative within three days so that all deadlines may be met.

Thanks again for your cooperation. Together we can improve the educational programs for our youth.

CODE

PERCEPTIONS IN BRAZORIA COUNTY

You have been selected to assist your school district in improving the educational programs. The information will be compiled into group data and will in no way be related to you individually. We would be most appreciative if you would supply the following personal information and then complete the perception scales on the attached pages.

MY POSITION IS — Administrator Teacher Counselor

GRADE LEVEL — K 1 2 3 4 5 6 7 8 9 10 11 12

SUBJECT AREA(S) TAUGHT (Self contained classroom enter S.C.) — _____

PROFESSIONAL EXPERIENCE IN YEARS AS OF SEPTEMBER, 1973 — 0 1 2 3 4 5 6 7 8 9 10 or more

FORMAL EDUCATION — Less than Bachelor Master + 30
Bachelor Master + 60
Master Doctorate

CURRENTLY ENROLLED IN A COLLEGE CREDIT COURSE — Yes No

LAST DATE OF ENROLLMENT IN CREDIT COURSE — _____

TEACHING CERTIFICATE — Professional Provisional Emergency

AGE — Under 21, 21-24, 25-30, 30-35, 35-40, over 40

SEX — Male Female

MARITAL STATUS — Single Married

MEMBER OF PROFESSIONAL ORGANIZATION — NEA TSTA TCTA OTHER(S) _____

INSTRUCTIONS

The purpose of this study is to measure the meaning of certain things to various people, by having them judge these things against a series of descriptive scales. Please make your own judgements on the basis of what these things mean to you. On each page you will find three different concepts to be judged and beneath each a set of scales. You are to rate the concept on each of the scales in order.

Here is how to use these scales:

If you feel the concept at the top of the list of words is very closely related to one end of the scale, you should place your check-mark as follows:

fair ✓ : __ : __ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : __ : __ : ✓ unfair

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

fair __ : ✓ : __ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : __ : ✓ : __ unfair

If you feel the concept is only slightly related to one side as opposed to the other side (but not neutral), then you should mark as follows:

fair __ : __ : ✓ : __ : __ : __ : __ unfair

or

fair __ : __ : __ : __ : ✓ : __ : __ unfair

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, or not favoring either end, then you should place your check-mark in the middle space:

fair __ : __ : __ : ✓ : __ : __ : __ unfair

IMPORTANT:

(1) Place your marks in the middle of spaces, not on the boundaries.

This Not This

fair __ : ✓ : __ : __ : __ ✓ __ : __ unfair

(2) Be sure to check every scale for every concept, do not omit any.

(3) Never put more than one check-mark on a single scale.

(4) Make each item a separate and independent judgement. Work at a fairly high rate of speed. Do not worry or puzzle over individual items. It is your first impression, the immediate "feelings" about the item, that we want. On the other hand, please do not be careless, because we want your true impressions. This is not a test - there are only "right" answers are how you feel about an item.

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HANDICAPPED PERSONS

weak	___:	___:	___:	___:	___:	___:	___:	strong
active	___:	___:	___:	___:	___:	___:	___:	passive
frail	___:	___:	___:	___:	___:	___:	___:	solid
cruel	___:	___:	___:	___:	___:	___:	___:	kind
rapid	___:	___:	___:	___:	___:	___:	___:	still
powerful	___:	___:	___:	___:	___:	___:	___:	puny
successful	___:	___:	___:	___:	___:	___:	___:	unsuccessful
calm	___:	___:	___:	___:	___:	___:	___:	excitable
false	___:	___:	___:	___:	___:	___:	___:	true
hard	___:	___:	___:	___:	___:	___:	___:	soft
slow	___:	___:	___:	___:	___:	___:	___:	fast
good	___:	___:	___:	___:	___:	___:	___:	bad

EDUCATION FOR THE HANDICAPPED

weak	___:	___:	___:	___:	___:	___:	___:	strong
active	___:	___:	___:	___:	___:	___:	___:	passive
frail	___:	___:	___:	___:	___:	___:	___:	solid
cruel	___:	___:	___:	___:	___:	___:	___:	kind
rapid	___:	___:	___:	___:	___:	___:	___:	still
powerful	___:	___:	___:	___:	___:	___:	___:	puny
successful	___:	___:	___:	___:	___:	___:	___:	unsuccessful
calm	___:	___:	___:	___:	___:	___:	___:	excitable
false	___:	___:	___:	___:	___:	___:	___:	true
hard	___:	___:	___:	___:	___:	___:	___:	soft
slow	___:	___:	___:	___:	___:	___:	___:	fast
good	___:	___:	___:	___:	___:	___:	___:	bad

CLASSES COMPOSED OF HANDICAPPED AND NON-HANDICAPPED

weak	___:	___:	___:	___:	___:	___:	___:	strong
active	___:	___:	___:	___:	___:	___:	___:	passive
frail	___:	___:	___:	___:	___:	___:	___:	solid
cruel	___:	___:	___:	___:	___:	___:	___:	kind
rapid	___:	___:	___:	___:	___:	___:	___:	still
powerful	___:	___:	___:	___:	___:	___:	___:	puny
successful	___:	___:	___:	___:	___:	___:	___:	unsuccessful
calm	___:	___:	___:	___:	___:	___:	___:	excitable
false	___:	___:	___:	___:	___:	___:	___:	true
hard	___:	___:	___:	___:	___:	___:	___:	soft
slow	___:	___:	___:	___:	___:	___:	___:	fast
good	___:	___:	___:	___:	___:	___:	___:	bad

HANDICAPPED WORKERS

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

SPECIAL CLASSES FOR THE HANDICAPPED

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

RECENT DEVELOPMENTS IN EDUCATING THE HANDICAPPED

weak	___:	___:	___:	___:	___:	___:	___: strong
active	___:	___:	___:	___:	___:	___:	___: passive
frail	___:	___:	___:	___:	___:	___:	___: solid
cruel	___:	___:	___:	___:	___:	___:	___: kind
rapid	___:	___:	___:	___:	___:	___:	___: still
powerful	___:	___:	___:	___:	___:	___:	___: puny
successful	___:	___:	___:	___:	___:	___:	___: unsuccessful
calm	___:	___:	___:	___:	___:	___:	___: excitable
false	___:	___:	___:	___:	___:	___:	___: true
hard	___:	___:	___:	___:	___:	___:	___: soft
slow	___:	___:	___:	___:	___:	___:	___: fast
good	___:	___:	___:	___:	___:	___:	___: bad

APPENDIX D

LIKERT SCALE--PATRON INSTRUMENT
WITH INSTRUCTIONS

Code_____

INSTRUCTIONS FOR FINAL ATTITUDE SURVEY

Hello Again!

This is the second and final time you will be asked to assist in improving our educational programs by filling in the attached form. It will require only twelve to fifteen minutes of your time.

A very hearty thank you is extended to all of you that participated in the October survey. Due to cooperative spirit, more than 95% of the instruments were usable for computations.

As educators most of you are familiar with Osgood's Semantic Differential . titude Scale that is being used in this project. It is well validated and widely used for gathering personal opinions.

- After you have completed the instrument according to directions, please place all of the materials back in the envelope and seal. The package will not be opened in Brazoria County.

- Remove your name from the envelope by either marking through it or removing the section of the address label containing your name.

- Be sure that your campus representative's name remains on the envelope.

- Please return the packet to your campus representative within three days so that all deadlines may be met.

- The code is for collection purposes only. The information will be tabulated in group form and will in no way be related to you individually.

Thanks again for your cooperation. You are most likely aware of some changes as a result of the first study. With your enthusiastic support, a better educational program will be available for our children.

Code _____

BRAZORIA COUNTY PUBLIC EDUCATION SURVEY

Dear Parent:

Your school leaders wish to make better information available to you, your children, and others concerning career education and education for the handicapped. To do this a small number of public school teachers and parents are being asked to give information about how they view educational methods and objectives.

Do not sign this form. This instrument is coded for research purposes only, and the information will be tabulated in group form and will in no way be related to you individually. Your response is very important to the success of this project as you are one of a small number giving this information.

Please answer all questions, seal this paper in the envelope provided, remove your name, then return it to your child's teacher.

State the occupation of the head of your household:_____

CIRCLE THE BEST ANSWER FOR EACH QUESTION

Example: I have a child in school.

(Yes) No

CIRCLE THE BEST ANSWER FOR EACH QUESTION

1. I have____child (children) enrolled in public school.

   1 2 3 4 5 6 7 8 9 10 or more

2. My son(s) is (are) in grade(s):

   K 1 2 3 4 5 6 7 8 9 10 11 12 (not applicable)

3. My daughter(s) is (are) in grade(s):

   K 1 2 3 4 5 6 7 8 9 10 11 12 (not applicable)

4. My child (children) seem(s) to receive_____from school.

   a lot very little

Your choices for each of the following questions are:

SA (Strongly Agree)	A (Agree)	? (Undecided)	D (Disagree)	SD (Strongly Disagree)

5.	Students should learn about many occupations while in school.	SA	A	?	D	SD
6.	No benefit can be expected of career education programs in public schools.	SA	A	?	D	SD
7.	The major objective of high school should be the preparation of students for entering college.	SA	A	?	D	SD
8.	Career education is only for students making poor grades.	SA	A	?	D	SD
9.	Information about job requirements should not be made available in school.	SA	A	?	D	SD
10.	Most teachers try to prepare students to make their own career choices.	SA	A	?	D	SD
11.	Using industry assistance is a good way to educate students.	SA	A	?	D	SD
12.	Career education should not provide learning experiences geared to individual needs.	SA	A	?	D	SD
13.	Students should learn that there is dignity in all honest work.	SA	A	?	D	SD
14.	Physically handicapped persons are not as intelligent as non-handicapped ones.	SA	A	?	D	SD
15.	It would be best for handicapped persons to live and work in special communities.	SA	A	?	D	SD
16.	Handicapped students should attend classes with non-handicapped ones.	SA	A	?	D	SD
17.	You should not expect very much from a handicapped worker.	SA	A	?	D	SD
18.	Special needs of handicapped persons should be considered when designing school facilities.	SA	A	?	D	SD
19.	You have to be more careful when you are with handicapped people than when with others.	SA	A	?	D	SD
20.	It is up to the government to take care of handicapped people.	SA	A	?	D	SD
21.	Training the handicapped is a good way to improve society.	SA	A	?	D	SD
22.	Community advisory groups are helpful to teachers.	SA	A	?	D	SD

APPENDIX E

COVER LETTER AND FEBRUARY EVALUATION REPORT
ACCOMPLISHMENTS OF THE PROJECT THROUGH FEBRUARY

CORPORATION FOR RESEARCH AND ENGINEERING IN EDUCATION
POST OFFICE BOX 5972
BRYAN, TEXAS 77801

February 5, 1974

Mr. Walter Rambo
Office of Regional Education Services
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

Dear Mr. Rambo:

Please find attached two copies of the evaluation report for the Brazoria County Title III ESEA project entitled "Developing School and Community Support for Career Education and Education of the Handicapped."

It is realized that this evaluation report reflects a rather high rating. However, it is the true assessment of this evaluator that, considering the type of project and the diversity of the districts in the county, this project is accomplishing the stated objectives.

Most sincerely,

Donald L. Clark
CREED Consultant

DLC/djc

cc: Charles Worley
Project Director

Cecil Drachenberg
Alvin ISD

Billy Reagan
Deputy Director - Instructional Services

Frank W. R. Hubert
CREED President

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Office of Regional Education Services
Texas Education Agency
December 1973

S-3-04-ALV-1
Project Number

Dev. School & Community Support for Career Ed. & Ed. of the Handicapped
Project Title

Donald L. Clark *
CREED Consultant
Evaluator

* In consultation with Project Director, Charles Worley

EVALUATOR'S ESTIMATE OF PROJECT EFFECTIVENESS

	Points Assigned	Points Earned
A. TARGET POPULATION		
1. The target population is accurately defined.	2	2
2. The Project Director is conversant with the target population.	2	2
3. Teachers know why their students (they and their patrons) are part of the target population.	1	.5
4. Control groups accurately match the target population.	1	1
5. Records are being accurately maintained on the target population.	2	2
6. The target population is participating operationally as indicated in the plan.	3	2.5
	TOTAL	10
B. OBJECTIVES OF THE PROJECT		
1. Project objectives are well stated with adequate performance criteria.	2	2
2. The Project Director understands the project objectives and the process of management by objectives.	2	2
3. Teachers* are using project objectives effectively.	2	1.5
4. Evaluation procedures are being designed and implemented congruent with project objectives.	2	2
5. Project objectives are being implemented according to plan.	2	2
	TOTAL	9.5

*To the extent feasible at this point in time

C. ACTIVITIES	POINTS ASSIGNED	POINTS EARNED
1. Activities are congruent with the objectives.	1	1
2. All activities are being implemented.	1	1
3. The time line or plan is being maintained.	1	.5
4. Teachers understand what the activities are supposed to do to achieve objectives.	1	.5
5 Records are being kept on activity implementation and effectiveness.	1	1
6. All personnel are doing what they are supposed to be doing.	1	1
7. Activities are being implemented according to plan.	4	3
	TOTAL	8

D. PERSONNEL		
1. Personnel complements as defined in the plan have all been filled.	2	2
2. Teachers who are to participate in the project have been notified and are working in the project.	2	2
3. Classified personnel are serving the project in time percentages specified.	3	3
4. All personnel meet the qualifications specified in the plan.	3	3
	TOTAL	10

	Points Assigned	Points Earned
E. IN-SERVICE TRAINING		
1. Teachers to receive training have been identified.	1	1
2. In-service training schedules have been maintained.	1	1
3. Objectives have been established for in-service.	1	1
4. In-service training instructors are well qualified.	1	1
5. An in-service evaluation strategy has been developed and implemented.	2	2
6. Provisions have been made or implemented for determining how well teachers are using what they learned.	2	2
7. In-service training is being implemented according to plan.	2	2
	TOTAL	10
F. MATERIALS, EQUIPMENT AND FACILITIES		
1. Materials and equipment have been purchased so as to facilitate program activities.	2	2
2. Materials and equipment purchased according to specifications for quality and quantity.	1	1
3. Procedures for purchase of materials and equipment have been adequate.	1	1
4. Materials and equipment have been distributed and used effectively.	1	1
5. Facilities are adequate in terms of size.	1	1
6. Facilities are adequate in terms of quality.	1	1
7. Equipment, materials and facilities are available according to the provisions of the plan.	3	3
	TOTAL	10

	Points Assigned	Points Earned
G. CONTRACTS		
1. The Project Director has a list of all the persons on contract readily available.	2	2
2. The Project Director has a copy of each contract properly processed and available for inspection.	2	2
3. The evaluation contract indicates clearly who is responsible for test development and selection, data collection, data tabulation, data analysis, development of conclusions and recommendations.	2	2
4. Contracts have been awarded to qualified persons.	2	2
5. Contracts are being implemented according to the plan in the project.	2	2
	TOTAL	10
H. EVALUATION PROCESS		
1. Each activity has a process evaluation measurement that has been implemented.	2	2
2. The person responsible for process evaluation is implementing the evaluation as required.	2	2
3. Process evaluation activities have been completed on plan.	1	1
4. Process evaluation reports have been made on schedule.	1	1
5. Process evaluation quality is adequate.	2	1
6. Process evaluation is proceeding according to schedule.	2	2
	TOTAL	9

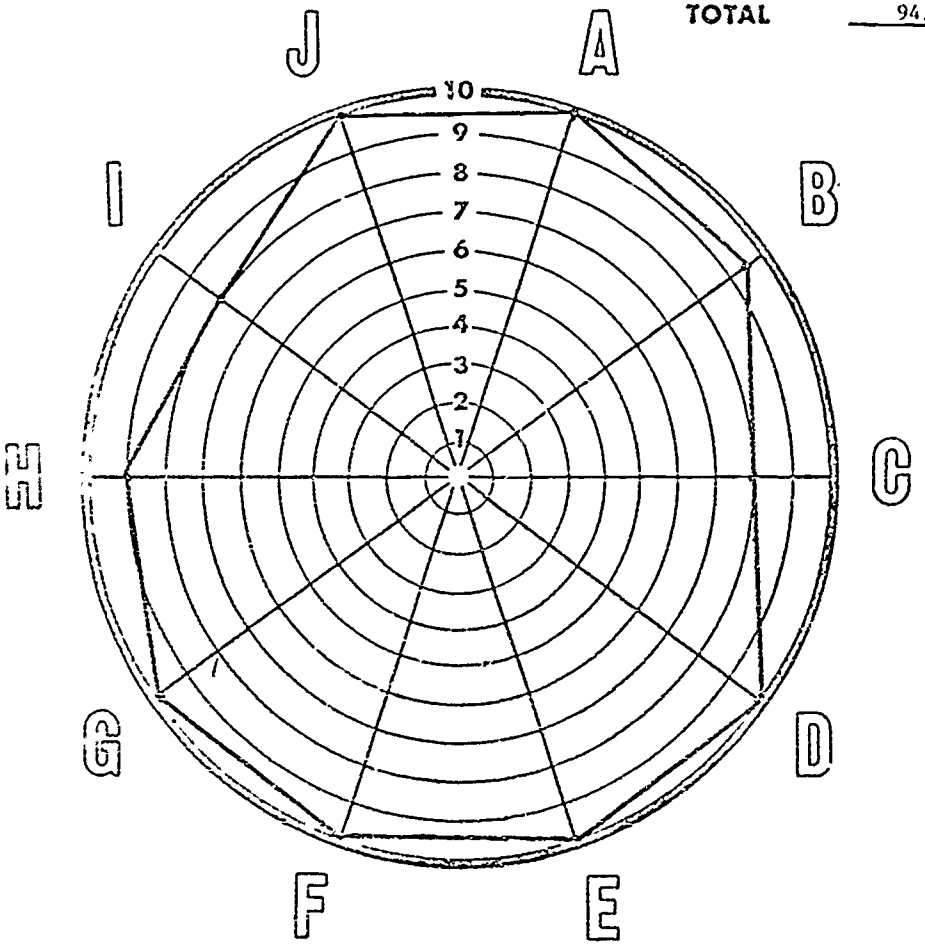
	Points Assigned	Points Earned
I. PRODUCT EVALUATION		
1. The evaluation design for product evaluation is adequate in operation to gather the data required according to the mission objective.	2	2
2. Data collection, tabulation and analysis is being executed effectively.	2	2
3. Tests being used are measuring what should be measured in order to determine the effectiveness of activities to accomplish objectives.	2	1
4. Tests are being administered in a way which should make the data collected reliable.	2	1
5. The product evaluation is being accomplished according to plan and the results to date indicate the project is accomplishing the requirements of the mission objectives.	2	2
	TOTAL	8
J. MANAGEMENT SYSTEM		
1. Teachers know what the objectives of the project are and what they are doing in relationship to the objectives.	2	2
2. All controls on time schedules, contracts and reports are being administered effectively.	2	2
3. A Project Advisory Committee is operating and notes are being kept concerning the activities of this Committee.	2	2
4. Time schedules are being met for program and evaluation activities and all necessary data is being recorded.	2	2
5. The project is on target and all necessary information is being disseminated to appropriate persons.	2	2
	TOTAL	10

Record the total score for each section A to J on the Profile Rating Wheel.

PROFILE RATING WHEEL

AN INSTRUMENT TO EVALUATE TITLE III PROJECTS

A. Target Population	10	F. Materials, Equipment & Facilities	10
B. Objectives	9.5	G. Contracts	10
C. Activities	8	H. Evaluation Process	9
D. Personnel	10	I. Evaluation Products	8
E. In-service Training	10	J. Management System	10
		TOTAL	94.5



Project: Developing School & Community Support for Career Education and Education of the Handicapped

Date: February 5, 1974

District: Brazoria County Cluster Project

Evaluator: Donald L. Clark

Accomplishments to Date
(Mid-Year Evaluation)
February, 1974
Submitted by CREED
Evaluation Team

Brazoria County ESEA Title III Cluster Project
FY '74

Developing School and Community Support For
Career Education and Education of the Handicapped

Accomplishments of Present Projects

As stated in the FY '74 Brazoria County Cluster ESEA Title III project proposal the project evolved from a desire to envolve all sectors of the schools and communities in the county in activities that would lead to changed attitudes toward career education and education of the handicapped. An assessment of activity mid-way through the first year would indicate that the major objective will be achieved. An assessment would also indicate that there has been a ripple effect that has yielded other positive benefits.

An evaluation strategy utilizing a pre-post assessment of staff and lay person attitudes regarding career education and education of the handicapped has been implemented. It is interesting to note that the pre-assessment revealed a much more positive attitude regarding the educational concepts than the project staff had hypothesized.

Activities proposed to accomplish the stated objective of the project are being implemented and conducted on schedule. A project supervisor has been employed to coordinate all cluster activities. Each of the six districts cooperating in the Cluster Project has designated one or more staff persons (as determined by size of district) to coordinate district activities and to serve on the Cluster Advisory Committee. Note by evaluator--the creation of this advisory committee is a real strength of the project as it has established a formal structure through which the local districts now communicate thus, allowing for a free exchange of ideas and information from district to district.

Workshops have been conducted on a cluster wide basis for selected staff from each of the cooperating districts. The released time aspect of the project has been a positive factor and should assist in accomplishing the overall objective of developing a positive attitude toward the two identified areas of education.

Examples of workshops conducted include:

Community Education	--	Dr. Robert Berridge
Career Education	--	Mr. Jake Parker
Education for the Handicapped and Career Education	--	Dr. Richard Slater and Mr. Jake Parker

Other workshops are planned for the second half of the contract period.

As revealed by the activity reports submitted to the evaluation team several of the activities proposed to be conducted at the local level have been initiated. Examples of these activities include:

- Career education curriculum development committee created and operative
- Working script developed for production of slide/reference file--local people in local jobs representing 15 occupational clusters
- Catalog of Community Resources developed
- Utilization of Community Resource Personnel
- Dissemination of information through the local press
- Dissemination of information through the school newsletter
- Staff and patron visits to Vocational-Technical Centers
- In-service activity for all levels of school staff -- administrators, teachers, and paraprofessionals
- Student teacher workshop conducted
- Acquisition of TEA Career Education Bulletins--for distribution to staff
- Seminars for school patrons
- Poster Contest
- Student Field Trips

APPENDIX F

PROCEDURES FOR DISTRIBUTION AND COLLECTION OF ATTITUDE INSTRUMENTS

PROCEDURES FOR DISTRIBUTION AND COLLECTION
OF ATTITUDE INSTRUMENTS
(REVISION DUE TO CHANGE OF DISTRIBUTION CENTER)

1. A CREED representative will deliver coded instruments, individually packaged, to the Project Director.

2. Each district representative will pick up the appropriate packages and deliver them to their Campus representatives.

3. Each campus representative will distribute the individually packaged instruments to each client. The packet should be completed and returned to the Campus representative within three days. All instruments should be returned to the district representative within seven days from the initial distribution.

4. Each district representative is responsible for assuring the return of his completed forms to the Project Director, Charles Worley, within two weeks of the date of issuance.

5. CREED representatives will pick up the completed forms at Mr. Worley's office within three weeks from the original delivery date.

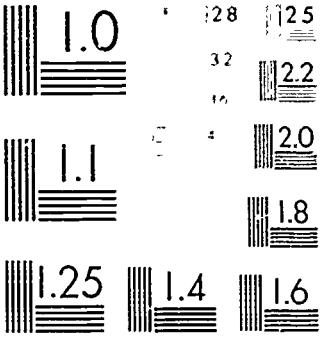
Instrument Coding Procedures:

Digit 1 indicates district,

Digits 2 and 3 indicate campus; and

Digits 4,5, and 6 indicate individual clients.

C 9/18/73


1.0
1.1
1.25
1.4
1.6
2.0
1.8
2.2

APPENDIX G

COVER LETTER

ACTIVITY REPORT FORM

CORPORATION FOR RESEARCH AND ENGINEERING IN EDUCATION
POST OFFICE BOX 3922
BRYAN, TEXAS 77801

February 12, 1974

MEMORANDUM

TO: Mr. Charles D. Worley, Satellite Director -- Brazoria County Cluster

FROM: Frank Clark, Project Consultant, CREED FC

SUBJECT: Activity Reports

The "Activity Reports" are yielding the type of information needed to determine frequency of activities and general differences among district activities. However, it is hoped that in the future each District Representative will attach descriptive materials to each "Activity Report". These materials may take the form of newspaper clippings, film titles, leaflets and/or objectives relating the purpose or theme of radio, television, seminar, lecture, and workshop activities.

By supplying the above materials, each report becomes more specific. This allows CREED to make a more reliable discrimination between the activities that do and do not cause an attitudinal change among staff members and among patrons.

BRAZORIA COUNTY CLUSTER TITLE III PROGRAM

"Developing School and Community Support for Career Education and Education for the Handicapped"

ACTIVITY REPORT

NAME _____ DATE OF THIS REPORT _____

SCHOOL _____ REPORTING PERIOD FROM _____ TO _____

Place a check in the space following the item that describes your activities during this reporting period.

MEDIA: Radio_____ Television_____ Newspaper_____ Leaflets_____

Other _____

METHOD: Lecture_____ Seminar_____ Workshop_____ Role Playing_____

Other_____

TRAINING AIDS: Film_____ Slides_____ Chalkboard_____ Games_____

LEADER PARTICIPANTS: Counselors_____ Teachers_____ Administrators_____

Students_____ Parents_____ Community Leaders_____

Business People_____

OTHER PARTICIPANTS: Educators_____ Students_____

Fill in the appropriate number for the following spaces.

QUANTITY: Leader Participants_____

Other Participants_____(estimate if mass media used)

COMMENTS: _____

_____

_____

_____

APPENDIX H

NOTE OF GRADITUDE FROM PARENT

Some of these questions are much too personal to answer publicly.

It seems to me that you are underestimating the importance of individualism. It takes a certain amount of personal commitment to render a conscientious opinion.

Personally I feel that a great number of children in school today suffer excessively in both academic and emotional distress from a lack of personal concern by the educational system.

In closing, I would like to express my gratitude & appreciation for the fact that someone is finally making an effort to correct certain deficiencies in our educational system.